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ABSTRACT

This reading program theme deals with mysteries in their broadest sense. The mystery theme is not limited to who-done-its although they are a place to start. The library is full of solutions to other kinds of mysteries. Craft and program ideas, clip art, press releases, a planning time line, and calendars were developed to assist in the implementation of a reading program. Sections of the guide include: goals, objectives, and evaluation; getting started; common program structures; planning timeline; publicity and promotion; awards and incentives; parents/family involvement; program ideas; programs for young adults; crafts; bibliographies; resources; displays and decorations; and special needs. The majority of program ideas and activities are intended for preschool children through grade 4. The following miscellaneous forms are provided: evaluation; activity sheet answers (in English and Spanish); clip art; 1994 Arizona Reading Program Certificate; supplemental sheet for reading logs; and zoo passes. A list of the previous reading program themes from the past 15 years is also provided. (MAS)

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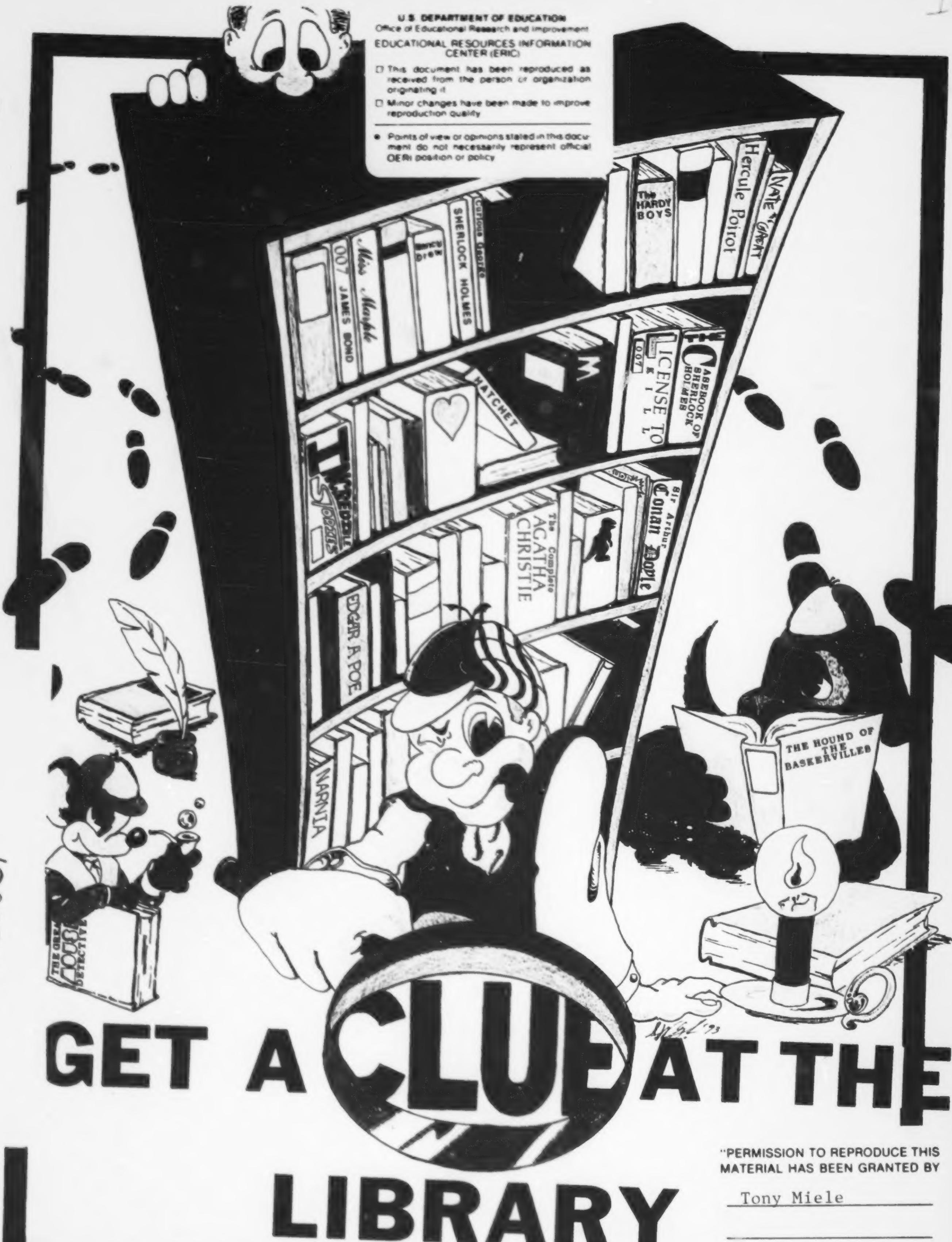
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ARLENE BANSAL
Director

Dear Colleague:

As you know, many mysteries can be solved at the library, both the fictional and the factual types.

In this vein, our Children and Youth Services Librarians throughout the state have done a wonderful job of developing the 1994 Arizona Reading Program theme: GET A CLUE AT THE LIBRARY. They have gone far beyond the detective stories that might first come to mind. We know you will be delighted with the ideas in this Reading Program manual.

At the request of a number of Children's Service Librarians, we have made the manual available at an earlier date than in past years. The purpose is, of course, to give you more time to plan and prepare your program for the summer of 1994. We plan to continue this publication schedule in the future, and hope it will better serve your needs.

The 1994 Arizona Reading Program: GET A CLUE AT THE LIBRARY can lead to so many discoveries. We hope that your Reading Program will start many new detectives ranging about library stacks in search of the answers to their learning quests.

Sincerely,

Arlene Bansal

Arlene Bansal

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Supplemental Sheet for Reading Logs (master)
Zoo Passes (master)

THIS MANUAL IS DEDICATED TO

SHARON G. WOMACK

DIRECTOR,

DEPARTMENT OF LIBRARY, ARCHIVES AND PUBLIC RECORDS,

1979-1993

Sharon's love for children and books

met in the development of the

Arizona Reading Program.

Welcome to the 1994 Arizona Reading Program - **GET A CLUE AT THE LIBRARY.** As with all of our themes recently, **GET A CLUE AT THE LIBRARY** was selected by children and librarians across the state.

GET A CLUE AT THE LIBRARY is a theme that deals with mysteries in their broadest sense. We discovered, in working with this theme, we are not limited to who-done-its, although they are a wonderful place to start. The library is full of solutions to other kinds of mysteries. AND THIS IS WHERE THE FUN BEGINS.

The Arizona Reading Committee and the staff of the Department of Library, Archives and Public Records, encourage you to set up a Reading Program this year. We have tried to make it as simple as possible, and have incorporated a broad range of topics in this manual. We know there will be something appealing to you.

You will be doing a wonderful service to your community by fostering the reading and study skills of children during the summer. And you will be introducing these children to the wonders and mysteries accessible as close as their library.

Take a peek at some of the crafts and program ideas within. It doesn't take much effort to put some of these ideas to work. Clip art and press releases adapted to this year's theme have already been prepared for you. A planning time line and calendars will help you lay out more complicated programs.

Good luck with your program!

The 1994 Reading Program Manual, **GET A CLUE AT THE LIBRARY**, is the result of the hard work of 12 dedicated and creative librarians, the members of the Arizona Reading Program Committee. They have devoted uncounted volunteer hours (above and beyond the duties of their regular work day) to writing large sections of this manual. They have worked at a furious pace to get this manual to you nearly 4 months earlier than in years past.

I wish to thank the members of my committee wholeheartedly:

Louisa Akins	Maricopa County Library District
Elizabeth Burks	Apache Junction Public Library
Anne Caltabiano	Glendale Public Library
Carol Damaso	Mustang Branch Library
Mary Dubno	Chandler Public Library
Nancy Foster	Pima Public Library
Rosmarie Jarvis	Gilbert Public Library
Deborah Kearns	Cottonwood Public Library
Pauline Kodman	Mesa Public Library
Peg McCullough	AZ State Schools for the Deaf & Blind
Rebecca Oliver	Clifton-Greenlee County Public Library
Nancy Palmer	Flagstaff City-Coconino County Public Library
Cheryl Richardson	Yavapai County Library District
Diane Tuccillo	Mesa Public Library
Sherry Warren	Tempe Public Library

Other librarians and library volunteers behind the scenes, contributed ideas and work to the crafts, activity sheets and programs. I would also like to thank:

Frances Aronson	Maricopa Community Library
Marilyn Brooks	Cottonwood Public Library
Beverly Burritt	Pinal County Library District
Jane Carroll	Gilbert Public Library
Elva Davies	Apache Junction Public Library
Linda Harper	Glendale Public Library
Kate Havris	Mesa Public Library
Raquel Montano	Maricopa County Library District
Kelly Murphy	Maricopa County Library District
Carol Sanchez	Library Extension Division
Lynn Taylor	Cottonwood Public Library
Wilhelmina Tysoe	Clifton-Greenlee County Public Library
Elsie Valdez	Chandler Public Library

and all the other members of the Children's Staff at Mesa Public.

All of these people deserve much credit for the creative ideas centering around this year's theme and for developing these ideas into exciting programs, crafts, displays, and activities. Librarians all over the state will benefit from their labors. Please take a moment to thank them personally, when you see them.

My thanks also to Deborah Tasnadi, who developed the previous editions of the Arizona Reading Program Manual. She contributed help, advice, and experience to the current edition of the manual, not to mention having created such a well organized and effective piece of work over the past years.

I would like to thank Arlene Bansal and Tony Miele for their support. And of course, our wonderful and cheerful staff who brought this final version together: Phyllis Carter and Jean Yeary. Finally, thanks too, to my "behind the scenes" editor, who wishes to remain anonymous.

If I have failed to mention anyone, please accept my apologies. I will be the first to recognize the joint efforts which make this manual possible.

Jan Elliott
Public Library Development Consultant
Library Extension Division
Arizona Department of Library, Archives and Public Records

Alex Shelley was a high school senior at Mesa's Westwood High School when he designed the poster for the 1994 Arizona Reading Program. Mr. Shelley competed with many other individuals, including professional graphic artists, in the design contest for the poster. We were pleased to select his work as the most outstanding representation of our theme: **GET A CLUE AT THE LIBRARY.**

During his senior year at Westwood High School, Alex Shelley studied art. He entered and won numerous art contests during his high school years, including first place in Mesa's **Young at Art** contest, a first premium at the 1990 Arizona State Fair, and Exceptional Merit premiums at the 1991 and 1992 State Fairs. He also won a Certificate of Merit at the Arizona Regional Exhibition at the Museum at Northern Arizona University, and Blue Ribbon finalist in the National Scholastic Art Competition, among others.

Besides his interest in the arts, Shelley was a member of the school's cross country team. He won two State Championships in cross country and two State Championships in the 3200 meter event. During his schooling, he maintained a 3.6 grade point average, and was a member of the National Honor Society.

Last spring he accepted an appointment to the Naval Academy Preparatory School in Newport, Rhode Island, to further his education. There, he is studying in a liberal arts curriculum, and he has become the number one man on the cross country team. He was recently named by *USA Today* to the "All US Track Team".

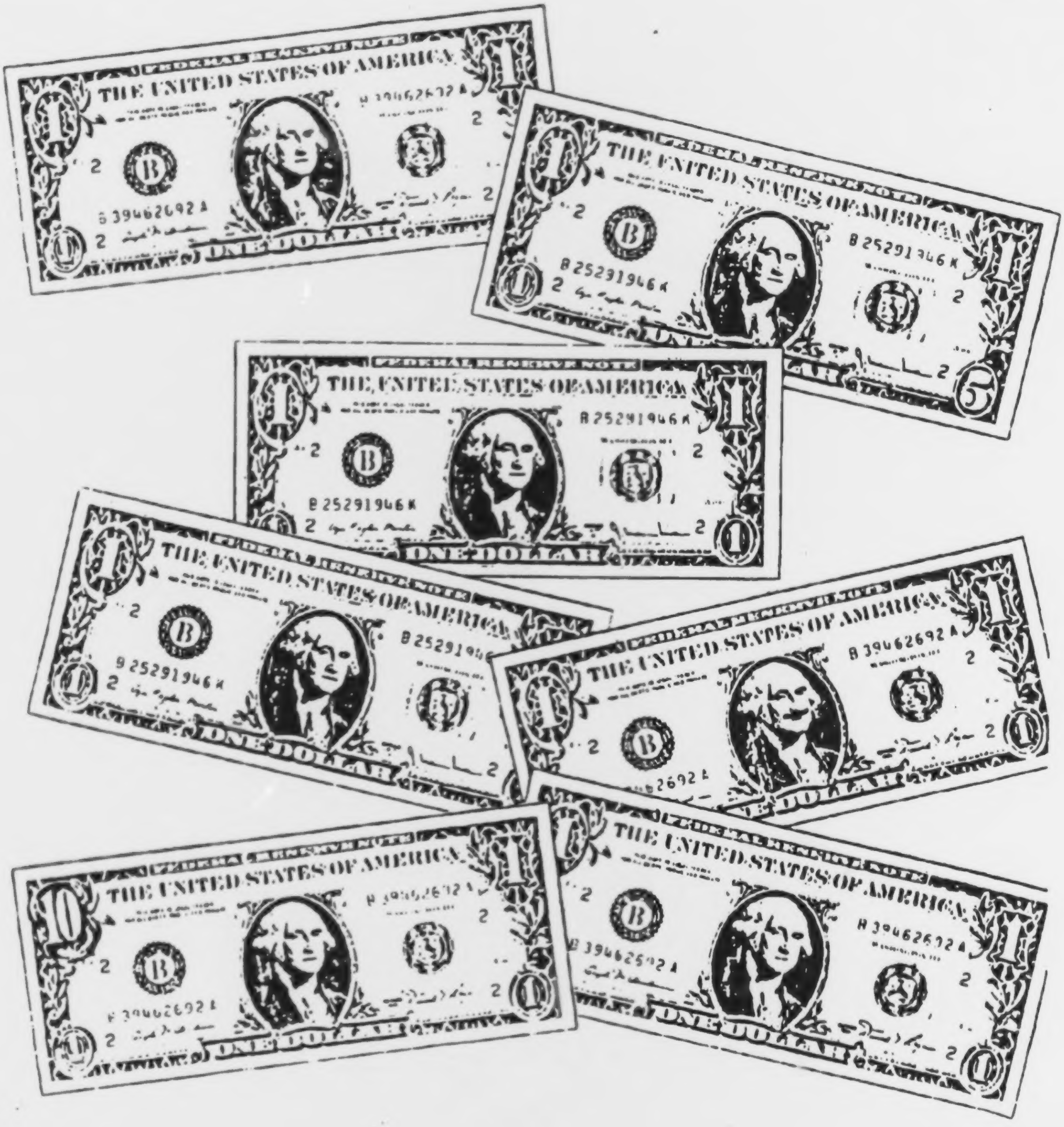
Next year, he will enter the Naval Academy where he will be an English major. He has stated that his ambition is to be a writer. He already has had several works published in magazines.

Shelley says that although his interests do change, he will always love the art of cartooning.

Arizona has had successful reading programs for over fifteen years. Many children have enjoyed the following themes which have been used statewide:

1974	"Monster Zoo"
1975	"Arizona Round-Up"
1976	"Our Country"
1977	"Wizard Of Oz"
1978	"Star Ship To Adventure"
1979	"Open The Elfin Doors"
1980	"Ready, Set, Go!"
1981	"Stake Your Claim"
1982	"Lions & Tigers & Books"
1983	"Bone Up On Books Be A Bookasaurus"
1984	"Your Own Adventure"
1985	"Bite Into Books"
1986	"Unlock Your Universe With Books"
1987	"Sakes Alive--We're--75"
1988	"Time Travel--You Are There"
1989	"Books Give Us Wings"
1990	"Have Books Will Travel"
1991	"Read Arizona"
1992	"Rainbow Earth"
1993	"Libraries: The Greatest Show on Earth"
1994	**"Get A Clue At The Library"**
1995	"Pandamonium At The Library"
1996	"Book A Trip To The Stars"

Once again a counterfeit operation has been stopped by Police Chief Unsure Unlock. He found these fake bills in an old deserted house. There are three mistakes among them. Find and circle the errors.



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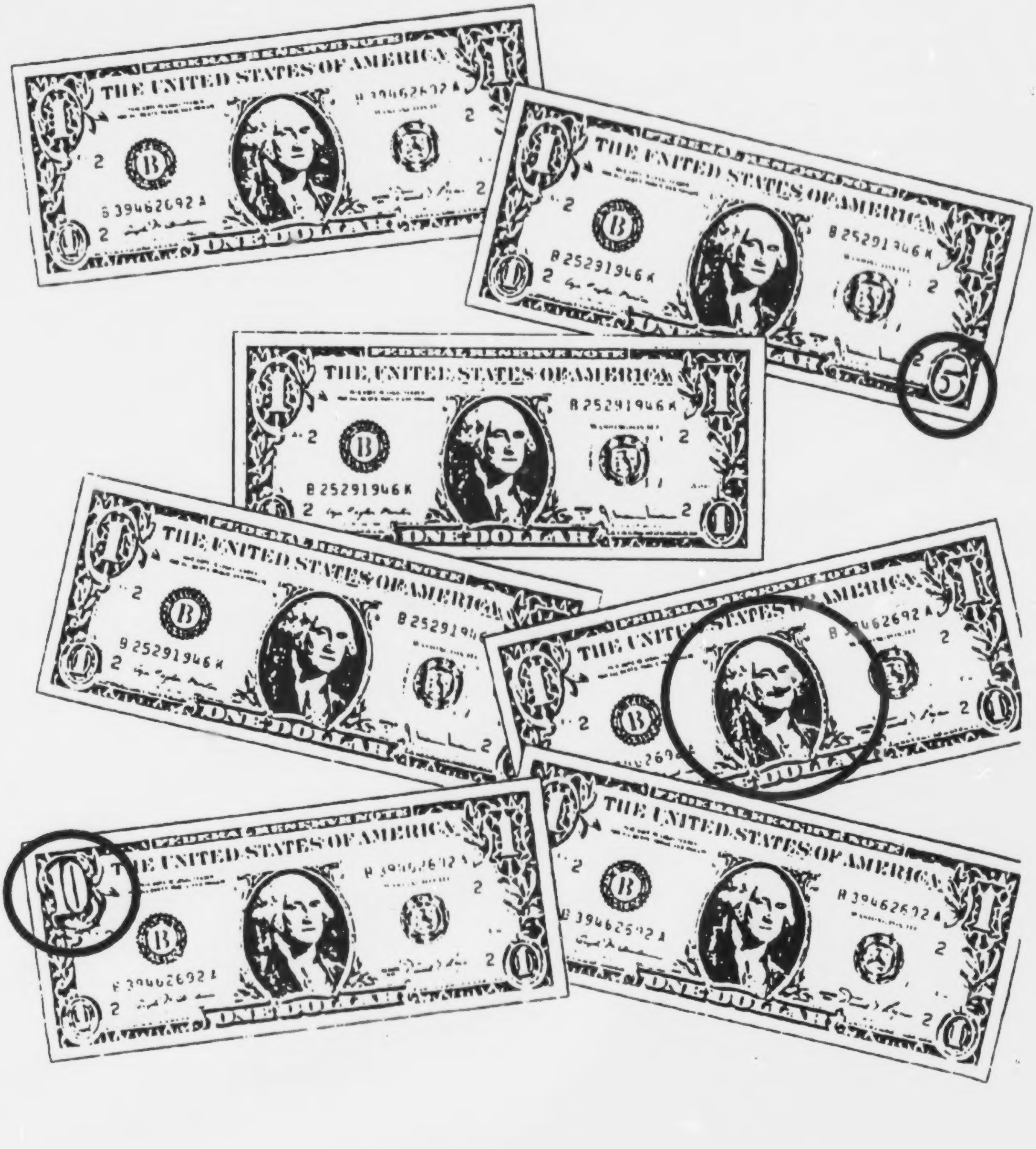
FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
ONE DOLLAR
B 39462692 A
B 25291946 K
B
5
10

Goals

Goals are general statements of mission or purpose. Written goals for the library guide the staff in determining the philosophy of the library and the role of the library in the community. Goals serve as tools for planning the directions of all library activities. Therefore, if the library has no written goals, they should write some. Since children's services are unique and require special consideration, the general library goals should specifically include children's services.

Individual programs have written goals. Consider the library's general goals when writing program goals. Program goals help the programmer to coordinate a specific activity with the library's overall goals and to set priorities for service. Program goals may also justify staff time and budget distribution. Goals for a Reading Program should answer the question, "Why have a Reading Program?"

Objectives

After determining the goals, develop the objectives. Objectives are specific, measurable statements that show how the goals will be achieved. When forming objectives, you must think ahead to the evaluation. Since the evaluation will try to determine if the objectives have been met, the objectives must be measurable and within the possibility of the library staff. For example, an objective may read, "Children participating in the Reading Program will maintain or improve their reading levels during the summer months." That sounds like a good objective and one that would be worthy to achieve. However, unless you take steps to test each child before and after the Reading Program, it will be impossible to determine if this objective has been met.

The objectives that will be easiest to evaluate and compare from year to year are the ones that require counting and/or calculation. Objectives may include statistics such as program registration, number of children who completed their requirements for the program, circulation of juvenile materials, or numbers registered from each grade and from each school. These numbers compared to the previous year's statistics are saved to compare with the following year's. To determine what percentage of children from each grade in each school participated in the program, use these statistics. Several day's circulation figures can be compared with several similar days from the previous year using care to assure samples are statistically valid. To maintain or improve any or all of these statistics, write objectives.

Setting Priorities

After goals for the overall program have been determined, write objectives for each phase of the program. The Reading Program may be long and complex, so before the planning begins set priorities. This is especially important if the library has limited staff and resources. Take into account the following when setting the priorities for your program: advance planning, publicity, incentives and rewards, follow-up activities, and any other items that you feel are an integral part of your program.

Examples

Following are examples of three general goals for a Reading Program, objectives relating to them, and possible strategies to implement the objectives:

GOAL 1.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ DURING THE SUMMER.

OBJECTIVES:

A. Increase Reading Program registration by 5% over last year's.

B. Include book talks and bibliographies in 10 Reading Program activities.

C. Increase circulation of the children's collection during the Reading Program by 10% as compared with the circulation statistics from the previous year.

STRATEGY 1.

Plan several months in advance to design or use a Reading Program with a popular theme. Develop publicity fliers, worksheets, membership cards, and certificates that are attractive and well done.

STRATEGY 2.

Distribute Reading Program materials as widely as possible. Publicize the Reading Program with fliers and posters. Visit schools and organizations to promote the program. Use the local media to publicize the program.

GOAL 2.

THE READING PROGRAM WILL ENCOURAGE CHILDREN TO READ MORE WIDELY BY SUGGESTING A VARIETY OF BOOKS FROM DIFFERENT SUBJECTS.

OBJECTIVES:

A. 50% of Reading Program participants will read nonfiction as well as fiction books.

B. Increase circulation of juvenile literature by 10%.

STRATEGY 1.

Require that the participants read a certain number of specific types of books.

STRATEGY 2.

Create and distribute specific subject area bibliographies: lists of nonfiction and fiction books that relate to this year's theme.

STRATEGY 3.

Use a game format such as Book Bingo or Random Choice, library maps or reading guides so that children must read a variety of subject areas to complete the requirements.

GOAL 3.

ENCOURAGE READING ALOUD AT HOME BY DEVELOPING A PRESCHOOL AGE READING PROGRAM COMPARABLE TO THE SCHOOL AGE READING PROGRAM.

OBJECTIVES:

A. 25% of the preschool population will register for the Read-To-Me program.

B. 75% of the preschoolers attending story-time will be enrolled in the Read-To-Me program.

STRATEGY 1.

Plan several months in advance to design a Read-To-Me program. Develop colorful, attractive and well produced fliers, membership cards, and certificates.

STRATEGY 2.

Advertise the Read-To-Me program to the parents of storytime participants and preschoolers. Use the media to promote the program. Distribute fliers in the library and in the community.

REMEMBER: It is important to choose goals appropriate to your library—those that reflect community needs and the overall goals of the library. Any staff involved with children's services, as well as the library director, should participate in their development. If time and money are not available to work toward achieving all goals, pick the most important ones and work toward them.

Evaluation

Evaluation is the final step of any program and the beginning step for the next one. Evaluation helps to refine or develop goals based on reality. Your objectives determine the areas to be evaluated. The following list will give some suggestions for areas to evaluate and should be considered when formulating goals and objectives.

SUGGESTED AREAS OF EVALUATION

1. CIRCULATION STATISTICS: Tabulate juvenile circulation statistics separately from the adult circulation statistics. This will enable you to determine if the Reading Program has increased juvenile circulation, and it will enable you to compare circulation figures from year to year.
2. CHANGES IN SUBJECT AREAS READ: Changes can be the result of the effectiveness of book talks, bibliographies or games used.
3. TOTAL NUMBER OF READING PARTICIPANTS: This can measure the impact of publicity, school visits and program format.

4.ACTIVE PARTICIPATION IN THE READING PROGRAM: Define active as reading a minimum number of books. This statistic will tell you how appealing your program was and if it kept the children interested.

5. REGISTRATIONS: Use registration figures to determine the number of new users as an indication of the success of your publicity and the effectiveness of your programs.

6. PERSONAL OBSERVATION: A log book with comments about what was successful and what didn't work, will be an invaluable guide for planning next year's program.

7. FEEDBACK: A patron survey and/or conversation with parents will provide a very good indicator of user satisfaction.

8. STAFF EVALUATION: Use discussion or a written survey for staff evaluation of the program.

9. OUTPUT MEASURES: Output measures provide the data to determine if your goals and objectives have been met and to evaluate your Reading Program. These measures can be used effectively when meeting with your director and other staff to plan for the following year.**

---

* Used with permission from the State Library of Pennsylvania from *Evaluating Summer Reading Programs* ©1987.

** For more information, see: *Output Measures for Public Librariy Service to Children* by Virginia A. Walter, American Library Association ©1987.

Opinions vary among librarians as to the structure and formats of reading programs. Some libraries present a highly structured Reading Program during the summer; some have no formal structure at all; and most fall somewhere between these two extremes.

For instance, one library discovered that having a required reading list and requiring that a minimum number of books be read. This turned off the children in their program to the point that only 45% finished the program and received certificates. However, the children still seemed to enjoy the oral report's portion of their program, so the library changed the program to a contract system. They changed the oral reports to a group sharing situation in which one or two children shared, with others in a group, a book they had recently read.

Another library totally abandoned any type of structured program and just provided various activities in which the children could freely participate.

A third library was very successful with a formal structured program in which the children were required to read a certain number of books to receive a certificate. These varied program philosophies appear to result from the reasons why librarians do a Reading Program. To find out why you must first review your philosophy of programming, and in particular your philosophy on Reading Programs.

When you have reviewed your philosophies, ideas, and experiences, consider the following items that may also affect your program:

Facilities

A. What amount of space is available and for what size group?

B. Will the excessive noise level disturb other patrons using the library or is a separate room available for busy activities?

C. Is there a play area available for outdoor activities? Is a local park available for opening or closing parties?

D. The program has how much time each week, or on what time basis will the group meet?

E. Decorations and displays put up in the area, what kind?

Staff

A. How large is the staff?

B. Regular or volunteer staff does it increase or decrease in size during the summer months? Are 5th, 6th, or 7th graders used as volunteer helpers for your program?

C. How much time does staff and volunteers have to participate in the program? Or, are they needed in more critical areas? Is it a key time for staff vacations?

D. Can parents of participants help with activities or perhaps provide refreshments?

E. What special talents can staff and volunteers contribute to the program? (i.e., musical, arts & crafts, and drama)

Participants

A. The program accommodates how many children?

B. Will there be any age limitations?

C. Participants broken up into groups based upon age, reading skills, grade level, or do they participate as one large group?

D. Will a Read-to-Me program for pre-schoolers be offered?

Collection

A. Does the library need to purchase materials from the bibliography to supplement the collection?

B. Bibliographies printed for the partic-ipants as supplemental handouts to the program?

Scheduling

A. Decide when and how registration for the program will begin in the library.

B. Contact local newspapers, radio sta-tions, and possible television stations to find out what their deadlines are for publicity.

C. What kind of school visit, if any, will there be? (i.e., thematic skit given, book talks, handout flyers or a short narrative on the program?)

D. Alert all other library staff as to the dates of the programs and the special events.

Budget

A. What arts and craft supplies do you have?

B. Does your budget limit the amount of supplies that can be purchased for certain activities?

C. Participants asked to provide their own supplies for certain activities to what extent?

D. Will it be necessary to purchase ad-ditional promotional materials to that which the state sends?

E. Is it necessary to ask for additional money for performer's fees, overhead costs -- rental space, or additional publicity -- flyers?

F. Is it possible to have a fundraising project to add to the available revenue for the program?

Miscellaneous

A. Can field trips be planned and executed?

B. How can you use guest speakers, mu-sicians, artists, and story tellers in your program?

C. What kind of support might you obtain from various merchants and civic groups for the program?

D. Has anyone else developed an activity or idea that had great success that could be used in the program?

Questions like these, along with an understanding of your personal interests and philosophy and the particular needs of your community, will help build the foundation on which the structure of your Reading Program will be based.

Structured Programs

This format allows the librarian more control over the participants reading. It requires a larger staff and a larger collection of material.

1. Set age limits for children participating.

It is desirable to offer something for all age groups. If you only have time for one program, then try to reach an age group not normally served during the rest of the year. For example, if there is a storytime during the winter for pre-schoolers, offer something for school age children during the summer.

2. Determine the number of books children must read to get a certificate.

Try not to set the requirement so high that it will discourage children from reading or encourage "cheating" by way of reading below their level. It is important to remember that the slow reader, the learning disadvantaged and the handicapped child needs to feel that they belong. If you decide you want to require a certain number of books to be read by the participants, keep the number within a reasonable limit. Determine the length of your program and the average reading ability among your patrons. Make special provision for those children who are poor or non-readers to earn a certificate in some other way.

3. Create required reading lists.

Compile a list of books that reflect the theme of the Arizona Reading Program.

4. Avoid competitive programs.

If a library's main thrust is to reward the child who reads the most books, then the interest of the poor reader is lost. It is as great an accomplishment if the slow reader gets through one or two books as it is if the bookworm gets through 50 to 100.

5. Encourage oral or written reports.

Oral reports give the librarian and the child time to discuss books and gives the librarian an opportunity to determine in which direction to guide the child in future reading. Written reports stimulate the thinking and writing skills of the child.

NOTE: Be careful not to exclude any child because of handicap, reading ability, noncompetitive attitude or even part-time status in the program.

Nonstructured Programs

This format works best for small libraries with limited staff or volunteer resources. It is marvelous for the child who is looking for a non-classroom type summer activity.

1. Any child may participate.

2. There is no required reading list or minimum number of reports.

Design displays and special interest lists, but allow children to choose their own books from the library collection.

Any child who has participated to the extent of reading at least one book or participated in one activity may receive a certificate.

3. Children keep their own reading records for personal satisfaction.
4. If the child moves or goes on vacation to another part of the state and the local library there has a summer reading program, the child may continue the program with them.

Contracts or Individual Goal Setting

1. Do not require a minimum or maximum number of books to be read.
2. Children set personal goals of how many books to read.
3. Draw up individual contracts between the children and the librarian delineating the **agreed goal.**
4. Sign contracts before beginning the program or when the children read their **first books**.
5. Do not quiz children on the books they have read.
6. Make no restrictions on the type of literature to be read. Encourage children to read at or above their current reading level.

Read-To-Me Programs

Although Summer Reading Programs have traditionally been directed at children who have learned to read, in recent years many libraries have also offered Read-To-Me programs for preschool children. Offer these in conjunction with the Summer Reading Program using the same or a different theme or at a different time of the year as a separate promotional activity.

A Read-To-Me program involves parents and children reading together. Children get credit for each book read to them. Award a certificate or other small prize upon completion of a certain number of books. The library may issue reading records and/or have a bulletin board or display where children keep track of the number of books read.

The Read-To-Me program can be an excellent activity to implement with groups of preschoolers who attend story hour in the library or whom the librarian visits at a child care center. Center staff could introduce the program to parents and encourage them to join and use the library to complete the program. The library and center could give a joint certificate. This could be a good way to reach those parents who may not read to their children or be regular library users.

On the following pages are two lists of tips for parents. You may wish to photocopy them and provide them to parents when they register their children for the Reading Program

A Word (or 2) For Parents
How to Read Aloud With Your Child

1. PLAN AHEAD. Choose a time when there will not be interruptions; if possible have a regular time each day.

2. SELECT A QUIET, COMFORTABLE PLACE. Sit so your child can see the pictures easily--on your lap or near you.

3. SELECT SEVERAL BOOKS ahead of time that you think he/she will enjoy; read through them, yourself before sharing them so you can read smoothly.

4. TRY TO READ IN A NATURAL VOICE that's soft, low and interested.

5. BEGIN WITH THE FAMILIAR such as Mother Goose, finger plays, songs, poems, etc.

6. PAUSE AT INTERVALS. This gives your child a chance to react to the story and the illustrations.

7. RESPECT YOUR CHILD'S MOOD Boredom or restlessness perhaps indicate the book or time isn't right. If he/she doesn't want to discuss the pictures, don't step-up the pace. Your child may want to turn several pages to finish more quickly. Let her/him.

DOs

Take advantage of your child's interests, e.g., dinosaurs, trucks, etc.

Keep books around even if he/she shows little interest in them right now.

Ask questions as you read.

Encourage your child to make up his/her own stories to go with the pictures.

As your child reaches school age, begin to include longer stories that can be read one episode or chapter at a time. Graham's **The Wind in the Willows.**

DON'TS

Use story time to teach reading.

Compare your child to another who loves reading.

Be surprised if your child wants to hear the same book repeatedly The high interest and repetition will be good for him/her.

Basic Guidelines For Selecting Material To Read Aloud

1. You must like the story. You are more likely to draw an emotional reaction, if you are involved with the story yourself.

2. Books well written have vivid characterization and the pace is fairly fast—more action, and less description.

3. Five to ten minutes may be plenty of time to read to your child, because most pre-schoolers have short attention spans.

4. The real test of a good book is its ability to give pleasure to both parent and child. Listening provides natural opportunities for development of vocabulary and an acquaintance with English syntax.

MOST IMPORTANTLY, you help your child to know good books and poems in a relaxed, warm atmosphere.

The following list of tasks can be used to build a timeline. Remember to keep a monthly calendar with important dates marked. Planning calendars are included at the end of this chapter.

4 -5 Months Prior to Beginning of Summer

1. Review the manual thoroughly. Read over the activity sheets to plan for required materials.
2. Choose dates, structure and procedures of the program.
3. Check State Library Reading Program materials request form to be sure an accurate number of items has been ordered.
4. Create a calendar for tentative scheduling of programs.
5. Look for local talent and volunteers. Staff and patrons may have special talents and interests to share.
6. Order books to enrich the theme and order any media for programs. Check bibliography against holdings. Consider paperbacks to supplement where needed.
7. Send letters to Friends of the Library and community organizations asking for donations.

2-3 Months Prior to Summer

1. Finalize program schedules. Plan alternate programs in case of cancellations.
2. Confirm films, performers and craft dates. You may want to "kid test" crafts.
3. Order material for crafts.
4. Check AV equipment and repair as necessary. Buy extra lamps.
5. Prepare flyers with information about the program. Distribute to children and parents at schools and at the circulation desk.
6. Prepare bulletin board materials.
7. Prepare needed materials for volunteers.
8. Send letters to Friends of the Library and community organizations asking for volunteer helpers.

1 Month Prior to Beginning of Summer

1. Place posters in the community and in the library.

2. Visit newspapers, radio and TV stations to explain your publicity needs and take your first press release. This approach is advisable only in smaller communities.

3. Arrange and make school visits. Do not forget private and church schools in the area. It may be necessary to concentrate on certain grades due to time limitations. Distribute flyers during your visits and ask to have notices put in the school's last newsletter or in flyers sent home with report cards. Remember the parent groups or organizations like Girl Scouts, Boy Scouts and day care groups in your community.

2-3 Weeks Prior to Summer

1. Have staff meetings about the programs planned and pass out schedules.

2. Begin decorating the library.

3. Make packets for registration. Try to include reading records, schedule of events and membership cards.

Remember to write these schedules and events on the calendar. How many weeks will the Reading Program run? What day will you clear school visits with the principal and the librarians of each school? When does school end? What are the other events in town? (For example when does the pool open, camps begin, or little leagues have play-offs?) When will registration for the library reading program begin? End? What are the print deadlines for local school newspapers, community newspapers, church bulletins, community or civic club newsletters? When will you put up posters in the schools, in the community? What days will you have special activities? Will there be a special opening event and closing celebration? What is the staffs' vacation schedule? Will you have an orientation for staff, volunteers and friends group?

When you have developed your timeline and finish as many of the reading programs dates as possible, publicize them in your opening announcements. Be sure everyone knows about the events happening in the library, so other activities won't be scheduled that will compete with the library. It is a good idea to include a list of activities in newspaper publicity throughout the reading program to remind other program planners of your schedule.*

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*Adapted with permission from the Tennessee State Library and Archives from **Cool Cats/Hot Books Summer Reading Program Manual** ©1989.

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Preparing Printed Matter*

Face-to-face public relations and promotion for specific programs are a much easier job when accompanied by something tangible to hand out. Printed matter always helps underscore the message and leave a physical reminder of the program. Publicity pieces for the Arizona Reading Program can be as simple as a bookmark or flier. Reproduction by a quick printer for large quantities or a good copier for smaller needs is inexpensive.

The clip art for the Arizona Reading Program is yours to adapt and use however you like. Reduce it, enlarge it, reposition it, cut it up, color it, whatever.

Use a variety of techniques to prepare professional-looking custom information on printed matter. If you have access to a copier that reduces and enlarges, transform simple typewritten copy into a larger, bolder version, ready to paste-up in a layout.

Art or graphic supply stores, and quite a few stationers, carry a wide variety of "rub-on" lettering. One or two sheets of lettering should be enough to see you through all your printed pieces. It is relatively easy to use the letters. Suggestion: apply the letter to a separate sheet of white paper, then cut the set type out and past it to the layout. Set type line-by-line, cutting out and placing each line of type individually in relation to the other lines of type. This technique prevents tragic and unsightly placement of letters directly on a layout, and lets you play with your arrangement a little before you commit it to glue.

Professional typesetting is not terribly expensive. Take just a few headlines, your library's name, address, the pertinent facts of your program to be set, and then photocopy the additional copies and sizes you need at the library. Nearly any mechanical means of typesetting, including typewriter copy, looks more professional than hand-done lettering. **UNLESS YOU'RE A WHIZ CALLIGRAPHER, RESIST THE TEMPTATION TO HAND-LETTER!**

The Importance of an Information Form

When you solicit monetary support for your program, be it in kind support, museum passes, ice cream coupons or a feature story in the newspaper, include a business-like fact sheet in addition to your printed publicity pieces. The fact sheet should include:

- the purpose of the Reading Program
- who will be involved in the program, and how participants will benefit
- dates, times, and locations
- this year's theme
- special plans for the summer
- what kind of help the library needs
- who to contact at the library for more information

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* Adapted with permission from the Tennessee State Library and Archives **Cool Cats/Hot Books Summer Reading Program Manual,** ©1989.

- past programs and themes
- statistics from previous years

Having a background sheet that includes details lets potential sponsors, helpers and reporters know that you're serious and organized about your program. It can save much time for you in terms of answering philosophical questions or explaining the reasons for the program.

Person to Person Contact

Nothing makes people more likely to come to the library than a personal invitation. Failing a personal invitation, a judiciously posted flier can work wonders. If you can possibly spare the time to get out in the community, you'll find that your efforts are worth it. Arm yourself with bookmarks and visit the classrooms to talk with kids. If you can't spare the time, use the mail! Write a peppy cover letter and mail bookmarks to the school principal for distribution to the students. Ask to speak to PTA groups and for announcement space in their newsletters. Catch kids and parents where they are: send library staff home with fliers to post at their neighborhood stores. Take a pile of bookmarks to your local bookstore and ask them to give bookmarks out with purchases. Call upon all those organizations who post notices at the library to post notices for you, or to mention your program in their newsletters. Freely mail your information to any adult who seems interested, and of course, use it if you're soliciting goods or money.

Perhaps the best public relations you do at the library itself are promoting the programs to the parents and children who use the library. These are the most likely candidates for your program. Inform your staff of every last detail of the Arizona Reading Program and spend several weeks hitting up everybody who walks through the door with Arizona Reading Program information and encouragement. Post fliers and posters generously around the library—and put your reading sign-up station in a conspicuous spot. Create a splashy display. Post the kids' names as they join. Attract attention and encourage questions.

Handling the Media

The library has many allies in the community, and media people are among them. Don't be shy about asking for coverage. Assume you're on friendly ground and tell your story around!

Newspaper Features

Newspaper stories are wonderful program packers. No other medium allows you so much time and space to tell your story. You can usually get in all your nitty-gritty details and still have time to philosophize about the greater meaning of the Arizona Reading Program. Drop off a packet of information materials (your information form and other pertinent pieces) to the newspaper. With a small community newspaper, call the editor and talk about doing a feature article. Include a news release, written in narrative form, that explains your program briefly.

Double space your news release, and begin typing your copy on the lower half of the page, continuing your narrative on succeeding pages, if necessary. It is best to keep to one page and add a fact sheet. This spacing allows room for editorial comments, notes, and other comments.
Make it clear in a cover letter that the materials are adaptable, and that the paper is free to use them in any way they see fit. Many community papers will use your writing verbatim;

other swill adapt the writing or write their own feature articles. Make it easy for paper people to find you or your contact person for interviews or to answer questions. Many papers are glad for you to come in and talk to them personally; find out on the phone what they prefer. If your paper gives you a feature story on the Reading Program at the beginning of the summer, ask them then about doing a follow-up story at the end of the summer. How programs turn out interests most newspapers.

Whenever possible, include a photograph with your press release. Photos are always more eye-catching than just text, and editors love them because photos of local people (especially kids) sell papers! Send clear black-and-white pictures.

Radio Public Service Announcements

Never underestimate the power of the radio. People listen. All radio stations, to maintain their broadcast licenses, are obligated to run public service announcements (PSAs) regularly, free of charge to community organizations. Most are more than happy to receive PSAs and graciously give good airplay to them. Most stations would prefer to receive a typed PSA that announcers can read off the cuff at various intervals instead of a produced, taped spot that they must plan to use. Ask the station for a taped or live on-air interview about your program. If interviews are featured regularly on your station, you might just want to pursue this. All you need to do to get a PSA on the air is to mail it in. Call the station's switchboard to find out the name of the Public Service Director and mail your announcement to that person. A simple cover letter requesting support for the program assures air-time. A few rules of thumb govern the writing of PSAs:

Always include, at the top of your PSA, the following information:

DATE: (Date you're sending the announcement out)

PUBLIC SERVICE ANNOUNCEMENT RE: (Brief description)

PROGRAM DATE: (Date your program starts)

AIR DATES: (Choose a time period over which you want announcement made)

FOR MORE INFORMATION: (Your contact person's name & telephone)

TIME: (10 sec., 20 sec., 30 sec., etc.)

Double-space your announcement for easy reading. Use ALL CAPS for the same reason. Make sure your announcement and header information (above) all fits on one page. You may want to send in several PSAs of varying lengths, to give the announcers a choice. Send each one on a separate sheet, each with the same header information.

Keep your messages within the 10-, 20-, or 30-second limit. Time it yourself, reading at a normal pace, to make sure. Always include the pertinent information in your announcement: Who, What, When, Where, and How to get more information. There's no time in a 30-second announcement to get to the Why—spend your remaining seconds on a catchy invitation.

Television Announcements

Television stations must provide public service time, too. Many have noon or morning "magazine" shows that include a regular segment of time for community announcements. All you need to do to get your announcements read during these times is call the station to find out who coordinates announcements for the show, and mail your information to that person.

Getting a stand-alone public service announcement on television (one that is run in a string of commercials during regular programming) is a little more complicated. You must call the Public Service Director at the station to arrange this. Taped public service announcements must be shot on 3/4" videotape (home cameras use 1/2" tape), and are difficult for most libraries without studios to produce. You may be able to talk your local station's Public Service Director into filming a spot for you and duplicating it for other stations in the area. Before approaching a station about doing this, you must have a script and scene in mind. It's much easier for them to make a decision if they have some idea what it's going to involve. If a taped PSA is out of the question, most stations will accept a slide and an announcement. They will hold the slide on screen while they run a taped voice-over of your announcement. Wording should be similar to radio spots—nothing longer is appropriate. Your slide can be a "reproduction" of the Reading Program artwork. Make it colorful. When shooting slides for television, remember to leave a very wide border around your actual copy. Not all of slide is picture shows on a television screen. Do not use white as a background color; white shimmers and glares on TV. Slides of library activities might also be appropriate for PSAs: keep your main visual idea restricted to the center area of the slide.

☛A MAJOR WORD OF CAUTION ABOUT TELEVISION ANNOUNCEMENTS

Television is an incredibly regional medium. Always bear in mind the impact your announcement will have on other libraries than your own. Your announcements may be seen by viewers over many counties—and everybody's library has a different thing going regarding program specifics such as dates, events, awards, and so forth. Keep your TV PSAs generic enough so they won't cause heartbreak or utter chaos in somebody else's library. Call around to other libraries in your viewing area and get their feelings on the issues before you approach the TV people.

TV News Coverage

Go for it! If you have an event (an **event**, not a summer-long program) that's newsworthy, call the News Director at your station. Be very specific about what a camera might see, how many people are expected to be there, and how many kids participate. Paint a colorful picture and tempt the news people with a good "parting shot" on the nightly news. Tell the News Director you'll drop off some background information at the station, then do it. (Include your information for the Arizona Reading Program, and any other pertinent materials you have on hand.) Add a separate sheet that gives details on the event you're wanting covered: time, place, what's happening when, and what good visuals they might find. News people can never commit to coverage ahead of time (you're up against national news and local house fires) but most are willing to seriously consider library stories, especially when kids are involved.

SAMPLE NEWS RELEASE

From:	(Library)	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

GET A CLUE AT THE LIBRARY

Mysteries, discoveries and detective work for everyone this summer! If you are between the ages of ________ and _______, become a star detective in the 1993 Arizona Reading Program, **Get A Clue At The Library,** at ___(name of library)___. The library staff is planning a mysterious adventure for you. You will read great books, play exciting games, watch super movies and have a simply stupendous time this summer! Call or come by the library for more information.[1]

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[1] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE NEWS RELEASE II

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

SUMMER READING CONTINUES

The Arizona Reading Program is back again this summer at _name of library_. Kids ages ________ to ________ are invited to join the library staff in a whole new adventure! Enjoy a summer filled with games, puzzles, movies, stories and more! Come by ____name of library____ or call us at ________________________ to sign up for **Get A Clue At The Library**.[2]

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[2] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE NEWS RELEASE III

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Phone)
RE:	Reading Program	Release Date:	

GET A CLUE AT THE LIBRARY

Get A Clue At The Library is the theme of this year's Reading Program at the __________ ____________________________Library. Open to children ages __________ to __________ ____________________to this weekly program encourages and emphasizes the joys of reading, through educational and fun summer activities.

The children may begin to register for the program on ___________________________; activities begin________________. The ___________________Library is located at _______________________ and you may telephone ___________________________ at __________________________for additional information about the program.

FOLLOW-UP NEWS RELEASE

From:	(Library (Street) (City/State/Zip)	Date: Contact:	(Current Date) (Name) (Telephone Number)
RE:	Reading Program	Release Date:	

GET A CLUE AT THE LIBRARY

More than ________...young people were star detectives in **Get A Clue At The Library**, the Arizona Reading Program at the ___name of library___ **Get A Clue At The Library**, a program provided by the Arizona Department of Library, Archives and Public Records and local libraries, was a huge success! Performers in ___name of community___ were: (list names).

Librarian ____________________ reports that children's programming will continue this fall with (indicate plans and dates).[3]

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[3] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT I

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	Time Period for Announcement
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

This summer promises to be a mysterious adventure for curious young detectives who stop by the public library. **Get A Clue At The Library** is this year's Arizona Reading Program theme for children. Here are some of the events that will be taking place (list activities):

Call the (name of library) at ______________ for more information. Brought to you by your local library and the Arizona Department of Library, Archives and Public Records.[4]

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[4] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

SAMPLE PUBLIC SERVICE ANNOUNCEMENT II

From:	(Name of Library)	Date:	(Current Date)
RE:	Reading Program	Air Dates:	(Time Period for Announcement)
Program Date:	(Date Program Starts)	Contact:	(Name) (Telephone Number)
Time:			

Make discoveries! Solve mysteries! Create and invent! The ________(name of library)________ is sponsoring **Get A Clue At The Library,** this summer's Reading Program. If you are between the ages of ______ and ______, be come a star detective in the Arizona Reading Program. Bring your magnifying glass on down to the library to find out how you can be a young Sherlock Holmes, in **Get A Clue At The Library.**[5]

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[5] Adapted with permission from Dorothy White, State Library of Louisiana, Summer Reading Program.

FINAL NEWS RELEASE

From:	(Library	Date:	(Current Date)
	(Street)	Contact:	(Name)
	(City/State/Zip)		(Telephone Number)
RE:	Reading Program	Release Date:	

GET A CLUE AT THE LIBRARY

The 1994 Reading Program **Get A Clue At The Library**, held at the __name of library_______, ended on __date)______. __(Number of Children)__ discovered the joy of reading and clues to countless mysteries at the library. Over a period of ________weeks, more than (number) (books or minutes) were enthusiastically read by the participants. Children received prizes such as (list some here)________ as they met reading goals. Local sponsors included ____(list here, if any)___. In conjunction with the **Get A Clue At The Library** program, __________ attended special events held at the library.

For information about programs at the _________________________ Library this (month)______, you may telephone _________________________ at _________________________. The library is located at __________________________________.

It is very important during your reading program to recognize the progress your participants are making. Do this in one of two ways. The first is through incentives: items you receive from the State library, or items donated by the local merchants or items you purchase yourself. The second way you recognize your readers is to give each participant a certificate.

Awarding Certificates

Award the certificates at the end-of-summer celebration, through schools after school begins, or individually as children complete requirements.

1. Many libraries plan special programs or parties to wind up the Reading Program on a festive note. If the library distributes certificates at a final celebration, make it seem special. Perhaps the library can have a special guest, such as a local official, to help give out certificates. Libraries who have done this reported that they had many unclaimed certificates, and indicated that this process needs a back-up distribution system.

2. If the library plans to distribute certificates in the fall through the schools, contact the schools for approval in the spring. Ask to be able to do this at an assembly if possible.

3. Some libraries give certificates to children as they complete requirements. This has the advantage of solving the problem of unclaimed certificates at the summer's end. However, it may make children feel they have finished the program and thus finished the reading for the summer. If you use this approach, be sure staff tells the children as they award certificates that they hope the children will keep reading and visiting the library. The library can still have an end-of-the-summer party without the certificate distribution.

Incentives

Many libraries like to give children some other small token for completing the program. There are arguments for and against prizes, but library budgets generally ensure they are very modest. Hint: Do not save something for a prize that is better used as a promotional item early in the program.

1. There are many ways in which public libraries can reward children for participating in the library's reading program. Incentives ranging in cost from bookmarks printed by the state library to T-shirts (one of the more expensive prizes) with the program slogan. Free tickets and coupons are also good incentives. For example, one year the Houston Astros, Denny's, and Whataburger supported a summer reading program by providing free tickets to Astros games, coupons for free snacks at Denny's, and free Whataburgers. One library provided top readers with such incentives as coupons for free mini-pizzas (Pizza Hut is usually willing), ice cream sundaes and movie tickets. Larger rewards, such as sun visors and wrap-around sun glasses, while still low cost may be provided by the Friends of the Library.

2. Buttons are extremely popular with the children. One year a library discontinued passing out club buttons to the children enrolled. They found out from the resulting outcry that the buttons were an important part of the whole program. Kids collected the buttons from the first time they enroll and built collections that they valued highly. The following year they brought the buttons back, and reading jumped 10%. Many of the sources listed in the appendix (starting on page Q-11) offer buttons at a minimal price; if you have button-making machines, volunteers could design and make them for your program.

3. Another way to stimulate the interest of children in the Reading Program is to introduce computers. One library borrowed four Apple computers. Kids registered themselves on the computers. They kept track of their own scores as they played the reading game on a Monopoly-like game board. The kids read in specified subject areas for extra points, drew picture book reports, participated in the weekly trivia contest, and attended library programs. One of their librarians did the computer programming and designed the reading games. A big plus was the reduction in paperwork usually involved in keeping track of the participants.

Games

Games are a great way to stimulate interest in reading programs. One of the benefits of a reading game is that it attracts the average and poor readers, as well as the better readers, and everyone has an equal chance. If you are interested in finding out about Enoch Pratt's summer reading game, a report on it appears in the Spring 1986 issue of *Top of the News* magazine.

The important thing to remember is that a positive reinforcement of a love of reading is the main goal. Children's librarians have long held as their foremost objectives those so well formulated by Harriet Long in her book **Rich The Treasure:**

1. "To make a wide collection of books easily and temptingly available."

2. "To give guidance to children in their choice of books and materials."

3. "To share, extend, and cultivate the enjoyment of reading as a voluntary, individual pursuit."

4. "To encourage lifelong education through the use of public library resources."

5. "To help children develop their personal abilities and social understanding to the fullest."

6. "To serve as a social force in the community together with the child's welfare."

An Alternative View

Opponents of reading programs feel that there is a tendency by parents, teachers or the children to make participation competitive. The child reading the largest number of books is the winner of the game. This emphasizes quantity over quality and discourages some children. Some librarians feel that no awards or prizes should be given, that the only reward should be the pleasure derived by the child. Some libraries award certificates to children who read the required number of books. The schools often cooperate by presenting these certificates at assemblies. This recognizes the child's effort and encourages other children to realize that reading can be a pleasurable experience.

Also, the system of awarding prizes differs from one library to another. Some libraries reward children based on the number of books read, some on the number of pages read, and some even recognize simply the amount of time spent reading. In whatever way your library recognizes the children's participation, give some form of reward.

"...Children who are not told stories and who are not read to will have few reasons for wanting to learn to read."

Gail E. Haley, 1971 Caldecott Medal acceptance speech.

"...While enriching your child's world, don't overlook the fact that looking at books and being read to is one of the best preparations for learning to read oneself."

Toni S. Gould, **Home Guide to Early Reading**.

"...Do you read to the older children who can read for themselves? If you do not, you are depriving them of a pleasure they will remember all of their lives."

Charlotte Leonard, **Tied Together**.

As librarians, we are well aware of the benefits of reading to children. We have heard the testimonials, read the research, made our own observations. We believe strongly in the practice, but we have the opportunity to read to the same children maybe once a week. School teachers can at least read aloud to the same children every day, but we all know that the greatest impact is made by the parents who read in the home. Use the Reading Program as an opportunity to encourage reading as a family activity.

Get parents involved from the beginning of the summer reading program.

Hold a kick-off event for the Arizona Reading Program involving parents and children. If possible, have the parents and children come to the same event, breaking into separate groups after a welcome and explanation of the Arizona Reading Program.

During the parent component:

Invite a local reading specialist to give a brief presentation to the group. Colleges, universities or local school districts are all sources for speakers. The speaker should keep it short and realize that the audience is composed of parents, not educators or other specialists.

Parents not in the habit of reading aloud may be hesitant to make their first choices. Prepare a list of books you think are especially suited to the purpose. Draw attention to the list and, if possible, make enough copies to give away.

Book talk your parents! Draw their attention to books for adults that will help them get started reading aloud or inspire them. **The New Read-Aloud Handbook** by Jim Trelease is excellent. It contains lists of proven read-aloud winners. Describe or quote briefly from one or two titles.

At the end of the parent component, bring groups back together and have someone read a story or chapter to the entire group. Prepare the reader with an enticing selection, but read it, do not perform it. While everyone enjoys a good storyteller, we want to convince parents that reading and listening together is a pleasurable experience within any family's reach.

There is a rationale for stressing brevity in the parent's program. We want parents to find the program interesting and quick-moving, but we do not want to overwhelm them with the idea of reading as a family. If parents think they have to make radical overnight changes in the family's routine, they may not even get started.

Parental Program Tips

Have a guest book for parents to sign that includes addresses so that you can send invitations to future events or other information.

Provide refreshments to foster an informal, social atmosphere.

Create displays of books from reading lists so individuals can easily pick them up at the end of the program.

Allow time at the end for browsing and socializing.

Keep everyone involved during the length of the Arizona Reading Program.

If you use contracts for a reading program, allow books or pages read by parents to count toward fulfillment of the contract. Parents could make a separate contract, if they prefer, but either contract should allow the books read to count for older children as well as Read-To-Me participants.

Was the atmosphere enthusiastic at your kick-off event? If so, try a midsummer parent/child get together. You may want to have someone share a favorite book or excerpt and/or show a short film based on a children's book. Draw attention to any interesting new titles and be prepared to recommend more favorites. Allow families plenty of time to swap experiences and favorite titles as well as to browse.

A biweekly or monthly read-aloud newsletter could be a feature. This can be as simple as a photocopied list of additional titles especially suited for reading aloud or a report of the children's activities in the Arizona Reading Program. Use your mailing list if funds permit or send a sheet home with the children.

Have the last meeting of the Arizona Reading Program at a time when parents can attend and make it a big celebration. You may award certificates at this time. You can award special certificates for reading families or indicate on the child's certificate (with gummed stars or stickers) how many books were read aloud by a parent.

Refer to the section **A Word (or 2) for Parents,** in the chapter on program structures. This section has many useful tips for parental involvement. You may wish to photocopy the tips and hand them out to parents when they register their children for the Reading Program.

WHAT'S IN THAT BOX?

Preschool - Grade 1

Books

The following books use boxes as part of the story:

Andersen, Hans Christian. *The Tinderbox.*
With the help of a magic tinderbox, a soldier finds a fortune and pursues a princess imprisoned in a castle.

Brighton, Catherine. *Five Secrets in a Box.*
Gallileo's daughter, Virginia, explores his study and discovers some of his scientific tools.

Brown, Ruth. *A Dark, Dark Tale.*
Journeying through a dark, dark house, a black cat surprises the house's only occupant.

Caines, Jeannette. *I Need a Lunch Box.*
A little boy's big sister has a new lunch box, and he wants one, too, for his own special treasures.

Carter, David A. *How Many Bugs in a Box?*
Raising the flaps on this lift-up counting book reveal fanciful insects in increasing numbers.

Chouinard, Roger and Mariko. *One Magic Box.*
A box that falls from the sky begins this unusual counting adventure.

Lillegard, Dee. *Sitting in My Box.*
The box in which the animals are sitting gets more and more crowded until a hungry flea comes along.

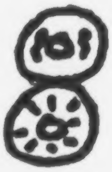
Mayer, Marianna. *The Little Jewel Box.*
An intrepid girl undergoes challenging adventures with the help of a treasured family jewel box and its unusual contents.

Shannon, George, *The Surprise.*
Squirrel gives his mother a series of nested boxes as a surprise birthday gift.

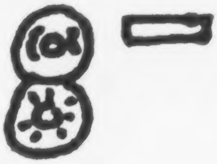
Weiss, Nicki. *Surprise Box.*
While Granny naps, a grandchild prepares a lovely surprise — a shoe box full of treasures.

Draw-and-Tell Story: The Locked Box

Clinton got out of his sopping wet clothes and put on some dry ones. Then he went into the kitchen and got a snack for himself and his friend, Marc—a chocolate covered doughnut for himself and one with sprinkles for his friend.



"Have you figured out how to open it yet?" he asked his friend. Marc was siting at the table looking at a metal box. The box was locked and Marc was trying to figure out the combination of six numbers that they needed to open the lock.

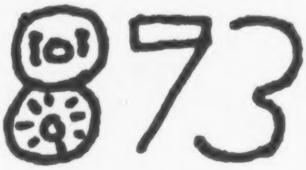


"Not yet," he said. "Tell me the story again. . ."

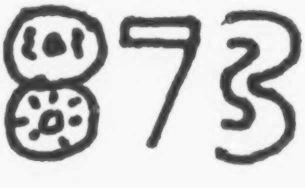
"Okay," said Clinton. "I was walking along and I found this box. . ."

Marc drew a picture of the box.

"I headed home and was walking across the bridge when I dropped the box. It sailed downnnnnnnnnn. . . and landed—SPLASH! —in the river. It started to float away on the current."

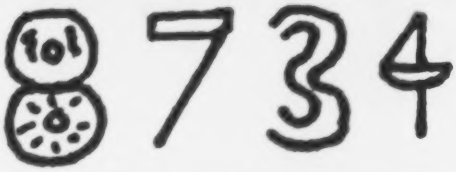


"Well, I wasn't about to lose my treasure. I jumped into the water and swam downstream after the box. I finally caught up with it about here."



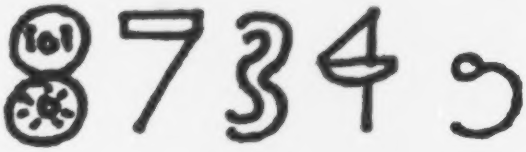
"So you goto the box and you swam to shore," said Marc."

"No," said Clinton. "Remember —a sailboat came along. They threw me a rope and pulled me aboard."

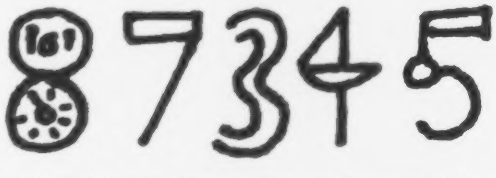


"They put me ashore. I dumped the water out of my shoes and started up the hill. That's when Muller's dog took off after me."

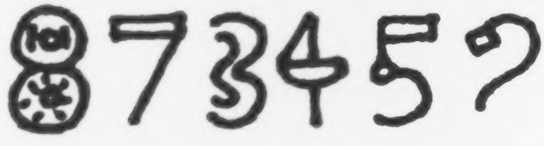
"And you got away from him by climbing up the big tree at the top of the hill?" questioned Marc.



"That's right," said Clinton. "But when the dog went away, and I climbed down from the tree, three big kids tried to take the box away from me. I got away from them by climbing the fence at the school, and that's where I met you."

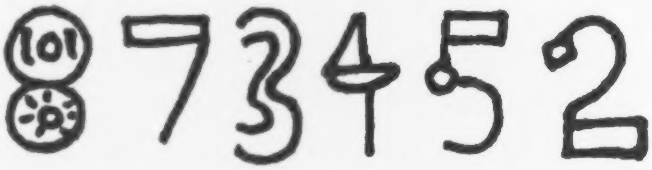


"We came back to my house," said Marc. "You borrowed my sister's bike and we rode down the hill. . .



. . . to your place. And here we are. AND I think I have figured out the numbers we need to open this box."

"You have!" said Clinton. "What are they?"



Do you know? That's right — 8, 7, 3, 4, 5, 2.

They dialed those numbers on the lock, and the box popped open. Inside was—A SMALLER LOCKED BOX. And **you** will have to write the story of how Clinton and Marc got that box open.[1]

(Note: The storyteller may wish to alter the ending for younger children, asking them to guess what was in the smaller locked box or to tell how they would open the box themselves.)

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[1] Thompson, Richard. *Frog's Riddle and other Draw-and-Tell Stories.* Toronto: Annick Press, 1990.

Poem: *Jack-in-the-Box*

Materials needed: None

Directions: Read the poem below to the children. Encourage them to bend down low when the poem begins and to jump up when you say, "Up you pop!"

Jack, Jack, down you go,
Down in your box, down so low.
Jack, Jack, there goes the top.
Quickly now, up you pop!
(Author unknown)[2]

Song: *Boxes Everywhere*

Materials needed: None

Directions: Sing the following song with the children, to the tune of *The Muffin Man*.

Boxes, boxes, everywhere.
Some are long, some are square.
Some I stack, when they are small.
Some so big, inside I crawl.
(Author unknown)[3]

Guessing Games: Surprise Box I

Materials needed:
- Assortment of objects (things that make noises are good)
- Boxes with lids
- Tape or string to secure the lids

Directions: Put an object into each box and tape or tie the boxes closed. Shake the box (or ask a child to do so) and have the group listen to the contents of the box. Have the children try to guess what is inside. Give as many clues as necessary until they guess what the object is, Then show the children the object. Repeat the steps with the rest of the boxes.[4]

Surprise Box II: (A Variation)

Materials needed:
- Assortment of objects (things with different textures recommended)
- Boxes with lids
- Tape or string to secure the lids
- Scissors

Directions: With the scissors. cut a hole in each box lid, large enough for a small child's hand. Place an object in each box and seal the lid. Pass the box among the children, and ask each to feel the object inside. Ask the children to tell how the object felt (smooth, scratchy, soft. etc.) then ask if they can guess what the mystery object is. Give as many clues as necessary. After the guessing is done, open the box and show the object. Repeat the steps with the rest of the boxes.[5]

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[2] Warren, Jean. *Toddler Theme-a-Saurus.* Everett, WA: Warren Publishing, 1991.
[3] Warren, Jean. *Toddler Theme-a-Saurus.* Everett, WA: Warren Publishing, 1991.
[4] Warren, Jean. *Toddler Theme-a-Saurus.* Everett, WA: Warren Publishing, 1991.
[5] Celia Waite. Youth Services, Maricopa County Library District.

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Mayer, Marianna. *The Little Jewel Box.* New York: Puffin, 1990. (ISBN 0-8037-0737-1)

Shannon, George. *The Surprise.* New York: Greenwillow, 1983. (ISBN 0-688-02313-4)

Weiss, Nicki. *Surprise Box.* New York: Putnam, 1991. (ISBN 0-399-22210-3)

¿QUÉ ESTÁ EN LA CAJA?

Kinder - Grado 1

Libros

Los libros siguientes usan cajas en parte del cuento:

Andersen, Hans Christian. *La Yesca.*
Con el ayudo de una yesca magica, un soldado busca una fortuna y persigue una princesa encarcelada en un castillo.

Brighton, Catherine. *Cinco Secretos En Una Caja.*
La hija de Galileo, Virginia, examina el cuarto de trabajo de el y descubre unos herramientas cientificos.

Brown, Ruth. *Un Cuento Misterioso.*
Viajando entre la casa oscura, oscura, un gato negro sorpresa al único ocupante.

Caines, Jeanette. *Necesito una Lonchera.*
La hermana de un niño chico tiene una lonchera nueva, y el quiere una también, para sus tesoros especiales.

Carter, David A. *¿Cuántos Bichos en una Caja?*
Levantando las faldillas en este libro de contando revela insectos en numero alza.

Chouinard, Roger y Mariko. *Una Caja Mágica.*
Una caja que se baja del cielo empieza una aventura excepcional.

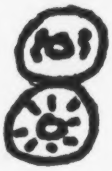
Lillegard, Dee. *Sientando en mi Caja.*
La caja donde los animales se estan sientando se pone mas atestado hasta que las pulgas llegaron.

Mayer, Marianna. *La Caja Chica de Joya.*
La niña intrépida experimenta aventuras defasioso con la ayuda de un tesoro caja de joya y los contenidos.

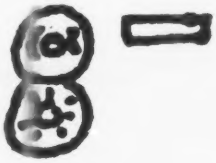
Shannon, George. *La Sorpresa.*
Ardilla le da a su mama una series de cajas para un regualo de su compleanos.

Weiss, Nicki. *Caja de Sorpresa.*
Mientras abuela duerme, la nieta prepara una linda sorpresa—una caja de zapatos llena de tesoros.

Dibuja-y-Cuenta el Cuento: La Caja Cerrada



Clinton se quitó la ropa mojada y se puso unos secos. Luego. fue a la cosina y se conseguio un tentempie para el y su amigo. Marc—una dona de chocolate para el solo y una de espolvorea para su amigo.

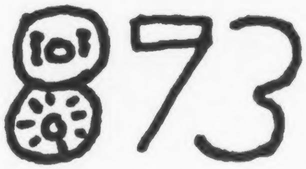


¿Te has figurado como lo puedes abrir?" el le pregunto a su amigo. Marc estaba sentado en la mesa mirando la caja de metal. La caja estaba cerrada y Marc estaba figurando la combinacion de seis numeros que puede habrir el candado.

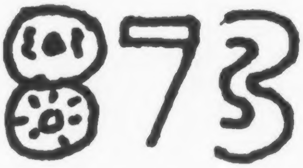
"Ahorita no," el dijo. "Dime el cuento otra ves . . ."

"Okay," dijo Clinton. "Andaba caminando cuando encontre esta caja . . ."

Marc dibojo un retrato de la caja.



"Me fuí a la casa y andaba caminando al otro lado del puente cuando tire la caja. Se cajo al suelo—SPLASH! —en el rio. Se floto con el corriante."



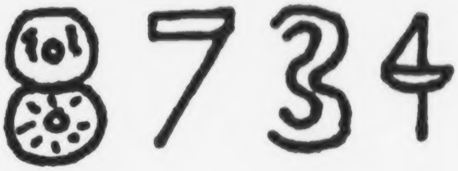
"Pues. Yo no hiba a perder un tesoro. Brince al agua y nade al rio abajo atras de la caja. Apenas lo alcanse con el aquí."

"Agaraste la caja y nadaste a la playa," dijo Marc.

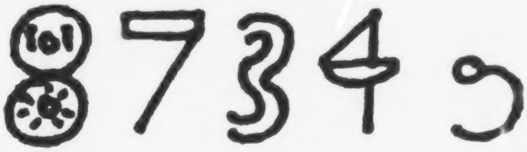
"No,"dijo Clinton, " Recuerda—un barco vino, Tiraron una cuerda y me jalaron a bordo."

"Me pusieron en la playa. Sace la agua de mis zapatos y sube el monte. Eso es cuando el perro de Muller salto atrás de mi."

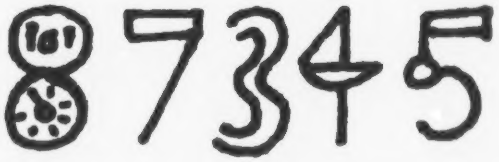
"¿Y tu coriste de el por subiendo el árbol de hariba del monte?" dijo Marc.



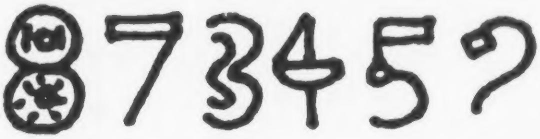
“Si,” respondio Clinton. “Pero cuando se fué el perro, y me baje del arbol, tres ninõs grandes querian quitarme la caja. Me ecape por subiendo el cerco a la escuela, y aquí es cuando te encontre.”



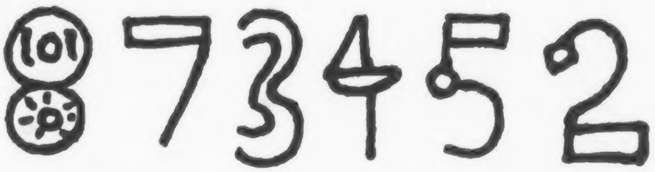
“Regresamos a mi casa,” dijo Marc. “Usaste la bicicleta de mi hermana y subimos el monte . . .



...a tu casa. Y aqui estamos. Y pienso que figure los numeros que necesitamos para habrir esta caja.”



¡Si!” grito Clinton. “¿Que son?”



¿Tu sabes? Eso es — 8, 7, 3, 4, 5, 2.

Usaron esos numeros en el candado y se abrio la caja. Adentro estaba —UNA CAJA CHICA. Y **usted** va a deber escritar el cuento de como Clinton y Marc abrieron esa caja.

WHAT'S COOKING
Kindergarten - Grade 3

Books

The following books are recommended:

Barrett, Judi. *Cloudy with a Chance of Meatballs.*
Life is delicious in the town of Chew and Swallow where it rains soup and juice and snows mashed potatoes—until the weather takes a turn for the worse.

Bonsall, Crosby Newell. *The Case of the Hungry Stranger.*
Wizard and his friends are clueless when they are sent on the trail of a blueberry pie thief, until Wizard hits on a plan that is sure to nab the sweet-toothed pilferer.

Brunhoff, Laurent de. *Babar Learns to Cook.*
After Babar and Celeste watch him on television, Truffles, the most famous chef in Celesteville, comes to the palace to give cooking lessons.

Joose, Barbara N. *Jam Day.*
An annual family reunion involving berry-picking and jam-making reminds Ben that he is part of a big, noisy family.

Roffy, Maureen. *Mealtime.*
Pictures and questions stimulate the reader to talk about food and eating.

Schneider, Rex. *The Wide-mouthed Frog.*
A wide-mouthed frog asks advice of the other animals in the Oklahoma swamp on a proper diet.

Sharmat, Mitchell. *Gregory, the Terrible Eater.*
A very picky eater, Gregory the goat refuses the usual goat diet of shoes and tin cans in favor of fruits, vegetables, eggs and orange juice.

Showers, Paul. *What Happens to a Hamburger?*
Explains the processes by which a hamburger and other foods are used to make energy, strong bones and solid muscles as they pass through the digestive system.

Snow, Pegeen. *Eat Your Peas, Louise!*
Louise is given all sorts of reasons for eating her peas.

Stock, Catherine. *Alexander's Midnight Snack: A Little Elephant's ABC.*
A little elephant's midnight snack grows into a feast composed of a different food for each letter of the alphabet.

Wilson, Sarah. *Muskrat, Muskrat, Eat Your Peas!*
After Muskrat's family meticulously plants, waters and harvests peas, Muskrat doesn't want any.

Paper Bag Poem: *Greedy Dog* by James Hurley

Materials needed:

Paper bag (a flat-bottomed one is best)
Picture of Greedy Dog (prepared as directed below)
Piece of clear plastic
Piece of paper
Pictures of food: (pictures included on following pages)

- apple core
- bacon fat
- chocolates
- cleaning rags
- cucumber
- dusters
- handkerchief
- milk
- mushrooms
- orange peel
- paper bag
- socks
- soup in a pot
- string
- toast
- wool

Directions: Prepare paper bag by cutting a hole in one of its larger flat sides. The hole should be slightly smaller than the dog's stomach. Cover the hole in bag with a piece of clear plastic, taping the plastic to the inside of the paper bag. Create a slot for the food to drop into the dog's stomach by covering the plastic (inside the paper bag) with a piece of paper. Secure the paper at the bottom and on each side; leave the top open. Cut out the dog picture and color it; cut out a hole in the stomach and attach the dog to the front of the paper bag. The plastic and paper behind it should be visible. Color and cut out the rest of the picture.

To tell the story of the greedy dog, set the paper bag on a table facing the audience. Recite the poem, and drop the pictures into the slot inside the bag. The pictures of the food should appear inside the dog's stomach. Hold up the pictures of the mushrooms and cucumber; try to "feed" these to the dog, but fail to do so.

Poem: *This dog will eat anything*

Apple cores and bacon fat.
Milk you poured out for the cat
He likes the string that ties the roast
And relishes hot buttered toast.
Hide your chocolates! He's a thief,
He'll even eat your handkerchief.
And if you don't like sudden shocks,
Carefully conceal your socks.
Leave some soup without a lid,
And you'll wish you never did.
When you think he must be full,
You will find him gobbling bits of wool,
Orange peels or paper bags,
Dusters and old cleaning rags.

This dog will eat anything,
Except for mushrooms and cucumber.

Now what is wrong with those, I wonder?[1]

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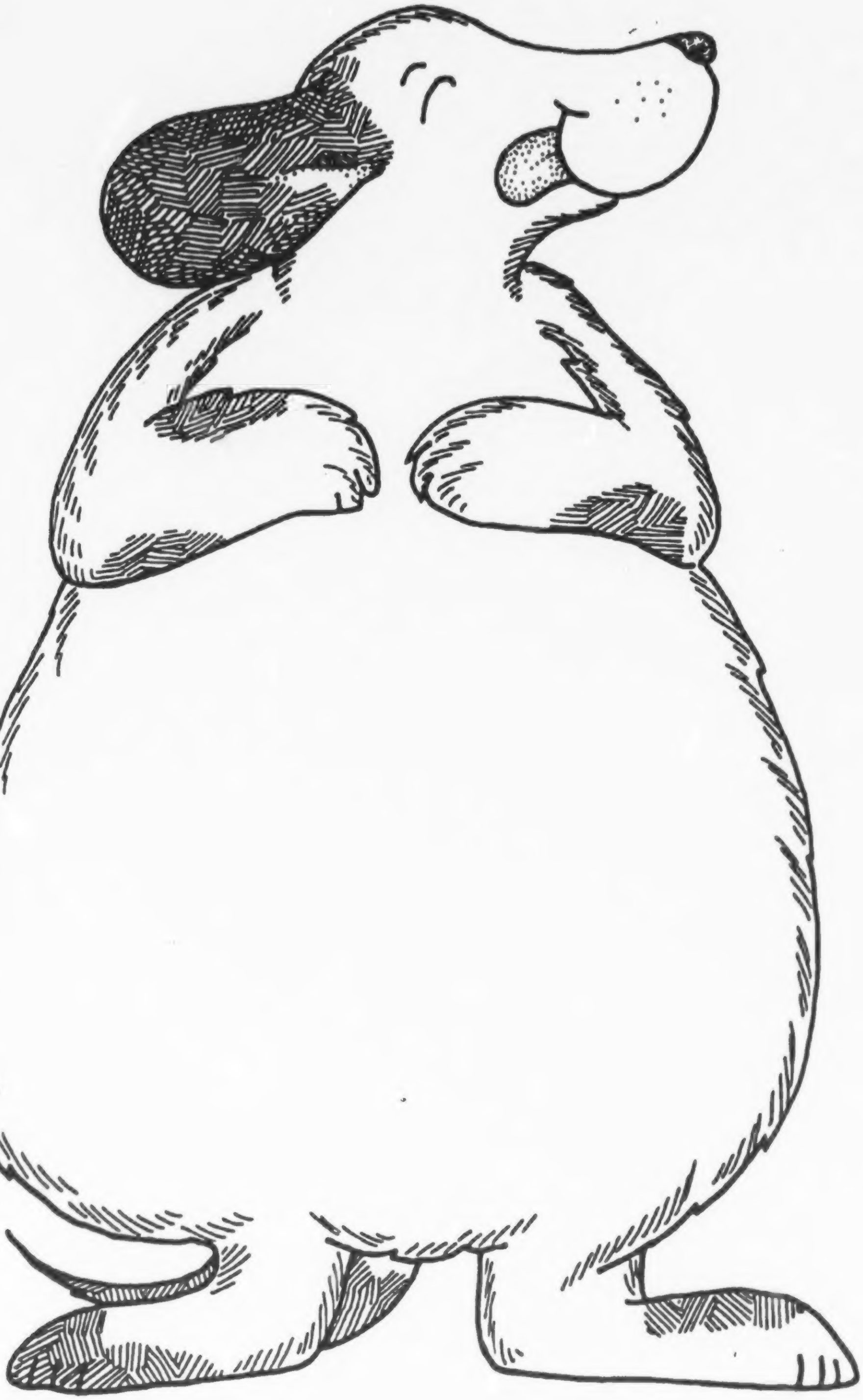
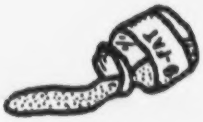
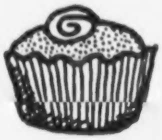
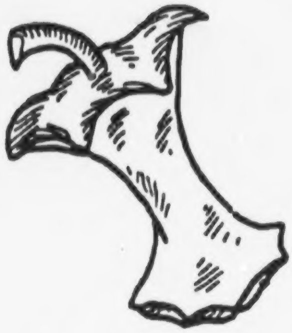
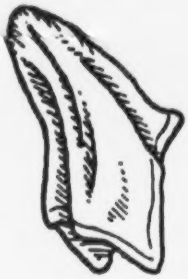
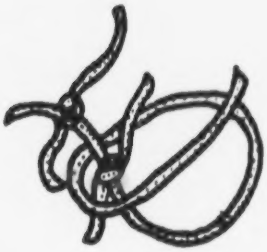
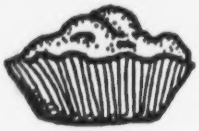
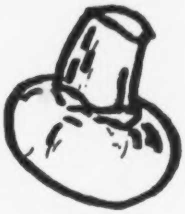
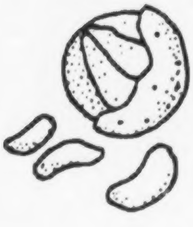
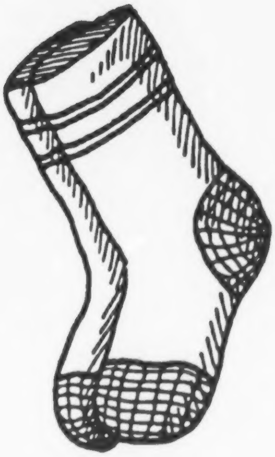
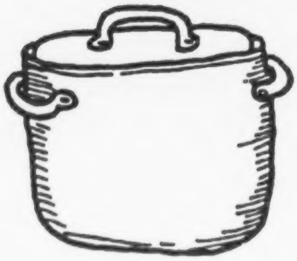
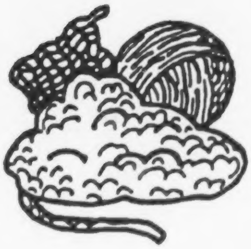
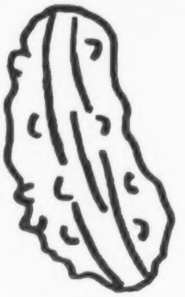
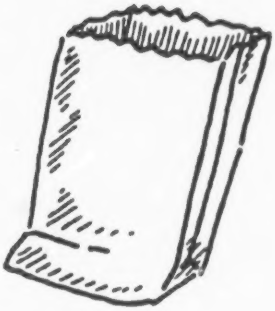
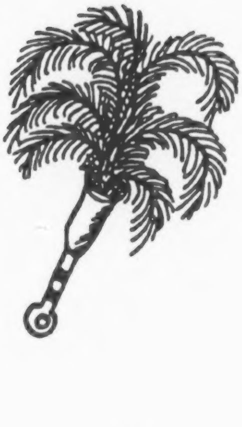
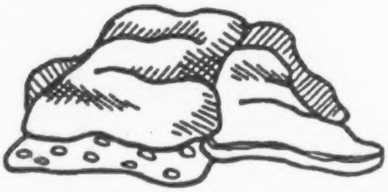
[1] Bauer, Caroline Feller. *Hurray for books! Resource Handbook*, Bellevue, WA: Bureau of Education & Research, [n.d.]

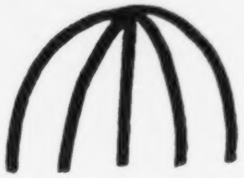


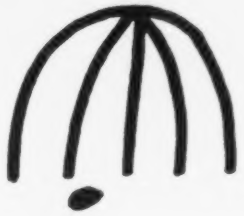
Draw-and-Tell Story: *All For One Coin*

(Note: drawing must be done on a surface that can be turned over)

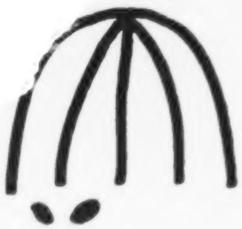
There once lived a wealthy merchant in Kashmir whose son was as lazy as he was foolish. (draw the merchant's house)



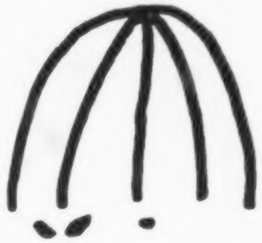
No matter what the merchant said his son did the opposite. If, that is, he did anything at all. (add the merchant's)



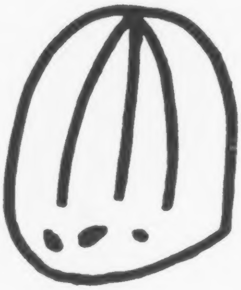
The merchant finally had all he could take. "I want you to go to the marketplace, "he told his son, "and buy something for us to eat, something for us to drink, something for the cow to eat, and something for us to plant in the garden." (add the son)



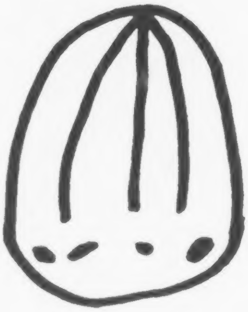
"**And**" said the merchant, "you may spend only this one small coin. If you can do it, come back home. If you can't, don't come home." (add the coin)



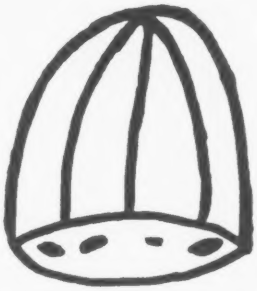
As the boy walked toward the marketplace, he began to cry. He could not think of any way to buy all those things with the coin his father had given him. He'd never be able to go home. (draw the path the boy takes to market)



He was crying so loudly a girl working in the field heard him and asked what was wrong. When he told her about his father's orders and all he had to buy with one small coin, the girl shook her head and told him not to worry. She said he could easily do what his father wanted and told him how. (add the girl)



That night the boy went home with a smile on his face, as well as something to eat, something to drink, something to feed the cow, and something to plant in the garden. (draw the path the boy takes home)



His father was very surprised and very impressed. How did the boy do it? (turn the drawing over)

Solution:

He bought a watermelon: its flesh to eat, its juice to drink, the rind for the cow to eat, and its seeds to plant in the garden.[2]

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[2] Story adapted from: Shannon, George. *More Stories to Solve.* New York: Greenwillow, 1989.

Other Activities

Game: *Crunch! Squirt! Squish!*

Materials needed: none

Directions: Children love to make noises with food. In this game, they will have to think what makes noise. There aren't any "right" or "wrong" answers—just lots of possibilities.

Children are seated in a circle. The leader takes a bite of an imaginary food and says, "Crunch," then passed the "food" to the child on her right. This child repeats the action and the sound. The last child in the circle names a crunch food. Potato chips? Celery? A frozen icicle? (You may need to prompt shy children at first.)

Next, the leader bites into a "squirt" and passes it on. Is it a grapefruit? A dill pickle? A bottle of pop?

Finally, try a "squish." What sounds "squish?" A ripe banana? Mashed potatoes? Mud pie?

Make up your own sounds and let the children try their own![3]

Chant: *Stomachache*

Directions: Divide the children into two groups. One group will repeat what you say; the other will say the "Alka Seltzer" chorus after each line. If you wish, have the groups switch roles and repeat the chant.

Chant: (children repeat each line):

Marshmallow, jelly bean, bubble gum, soup tureen.
Corn dog, pizza pie, onion ring, French fry.
Barbeque, crab-cake, crackerjack, milkshake.
Popcorn, licorice whip, Hershey bar, pickle chip.
Cheeseburger, Jello-jel, Twinkie cake, Taco Bell
Chocolate malt, Shake n' Bake, Seven-up, STOMACHACHE.

Chorus (after each line):
Alka Seltzer, Alka Seltzer, Alka Seltzer, Alka Seltzer.[4]

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[3] Irving, Jan and Robin Cure. *Mudluscious: Stories and Activities Featuring Food for Preschool Children.* Littleton, CO: Libraries Unlimited, 1986.

[4] Bauer, Caroline Feller. *Hurray for Books! Resource Handbook*, Bellevue, WA: Bureau of Education & Research, [n.d.]

Roll-the Can Ice Cream

Materials needed:
3-pound coffee can (with lid)
1-pound coffee can (with lid)
1 c. heavy cream
1 c. milk
1 egg, beaten
1/2 c. sugar
1 tsp. vanilla
crushed ice
rock or kosher salt
spoon

Directions: Pour the cream, milk, egg, sugar and vanilla into the smaller coffee can. Put lid on the can and place it inside the larger coffee can. Add layers of crushed ice and salt around the smaller can. Put lid on larger can.

Now, let the children roll the can briskly back and forth on a hard surface (like the playground) for about 10 minutes. Open the larger can, dump the ice and water. Take out the smaller can, uncover, and stir down the contents from the sides of the can. Cover and return the smaller can. Repack the larger can with fresh ice and salt. Cover the large can again, and roll again for another 5-10 minutes. The longer you roll, the firmer the ice cream will be![5]

Cedric Celery, the Garden Snake

Materials needed:
celery
spreads (cream cheese, peanut butter or cheese spread work well)
sharp knife
plastic knives (for spreading)
platter, cookie sheet or tray

Directions: Cut up celery into one-inch chunks and invite children to spread cream cheese, peanut butter, or a cheese spread on the ends of the sections. Now assemble Cedric in a wavy shape on a platter, cookie sheet or tray.
After everyone has admired him, pass Cedric around for everyone to munch a section.[6]

Song: *The disappearing D-O-N-U-T*

Materials needed:
flannel board
large felt donut shape
letters D-O-N-U-T
scissors
glue

Directions: Make a large donut shape from felt, cutting the donut into five sections. Glue the letters, D-O-N-U-T on the sections (one letter per section). Assemble these on a flannel board to begin the activity. You may want to serve donuts after the activity.

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[5] Irving, Jan and Robin Cure. *Mudluscious: Stories anActivities Featuring Food for Preschool Children.* Littleton, CO: Libraries Unlimited, 1986.
[6] Irving, Jan and Robin Cure. *Mudluscious: Stories anActivities Featuring Food for Preschool Children.* Littleton, CO: Libraries Unlimited, 1986.

Song:

I know a treat that has a hole
As you can plainly see.
D-O-N-U-T (Leader: point to letters as you D-O-N-U-T sing.)
D-O-N-U-T
D-O-N-U-T

Save a bite for me!
CHOMP! (Remove D section.)

I know a treat that has a hole
As you can plainly see
(Clap) O-N-U-T
(Clap) O-N-U-T (Point to blank space, then letters.)
(Clap) O-N-U-T
Save a bite for me!
CHOMP (Remove O section.)

(Continue song, clapping for each section of the disappearing donut, pointing to blank spaces and remaining letters until the donut is all gone.)

I know a treat that has a hole,
But now where can it be?
(Clap-clap-clap-clap-clap)
(Clap-clap-clap-clap-clap)
(Clap-clap-clap-clap-clap)
And there's none left for me![6]

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[7] Irving, Jan and Robin Cure. *Mudluscious: Stories an Activities Featuring Food for Preschool Children.* Litleton, CO: Libraries Unlimited, 1986.

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Stock, Catherine. *Alexander's Midnight Snack: A Little Elephant's ABC.* Boston: Houghton Mifflin, 1988. (ISBN 0-89919-512-1)

Wilson, Sarah. *Muskrat, Muskrat, Eat Your Peas!* New York: Simon & Schuster, 1992. (ISBN 0-671-67515-X)

IT'S A MYSTERY

Kindergarten - Grade 3

Books

The following mysteries are recommended for this program:

Adler, David A. *My Dog and the Green Sock Mystery.* New York: Holiday House, 1986. (ISBN 0-8234-0590-7)
Jennie's dog solves the mystery of the disappearing objects at her friend Andy's house.

Alexander, Sue. *World Famous Muriel and the Magic Mystery.* New York: HarperCollins. 1990 (ISBN) 0-690-04789-4)
Muriel earns her world famous reputation when, with the help of numerous peanut butter cookies, she finds the Great Hokus Pokus after he disappears while rehearsing for his magic show.

Allen, Laura Jean. *Where is Freddy?* (o.p.)
Famous mouse detective Tweedy and his assistant Rollo investigate the case of wealthy Mrs. Twombly's missing grandson .

Base, Graeme. *The Eleventh Hour: A Curious Mystery.* New York: Abrams, 1989. (ISBN 0-8109-0851-4)
An elephant's birthday party is marked by eleven games preceding a banquet to be eaten at the eleventh hour, but when the time to eat arrives, the birthday feast has disappeared.

Bonsall, Crosby Newell. *The Case of the Scaredy Cats.* New York: HarperCollins, 1971. (ISBN 0-685-02058-4)
Chronicles the series of events occurring after the girls take over the boys' clubhouse.

Cooper, Jacqueline. *Angus and the Mona Lisa.* (o.p.)
Angus the cat helps thwart the theft of the famous Mona Lisa.

Devlin, Wende. *Cranberry Mystery.* New York: Macmillan, 1984. (ISBN 0-02-729920-1)
Maggie and Mr. Whiskers go in search of thieves who are stealing many valuable old things in Cranberryport.

Hoban, Lillian. *The Case of the Two Masked Robbers.* New York: HarperCollins, 1986. (ISBN 0-06-022299-9)
Raccoon twins Arabella and Albert track down the robbers who stole Mrs. Turtle's eggs.

Hurd, Thatcher. *Mystery on the Docks* New York: HarperCollins, 1983. (ISBN 0-06-022702-8)
Ralph, a short order cook, rescues a kidnapped opera singer from Big Al and his gang of nasty rats.

Quackenbush, Robert M. *Bicycle to Treachery: A Miss Mallard Mystery.* New York: Prentice Hall, 1985. (ISBN 0-13-076258-X)
While on a bicycle trip across Holland, Miss Mallard runs into danger when she uncovers a smuggling operation.

Van Allsburg, Chris. *The Garden of Abdul Gasazi.* Boston: Houghton Mifflin, 1979. (ISBN-0-395-27804-X)
When Alan's dog runs into the forbidden garden of a dog-hating magician, a spell seems to be cast over the contrary animal.

Van Allsburg, Chris. *The Mysteries of Harris Burdick.* Boston: Houghton Mifflin, 1984. (ISBN 0-395-35393-9)
The book presents a series of loosely related drawings, each accompanied by a caption which the reader may use to make up his or her own story.

Yolen, Jane. *Picnic with Piggins.* New York: Harcourt Brace Jovanovich, 1988. (ISBN 0-15-261534-2)
A picnic in the country develops into a mystery which turns out to be a birthday surprise.

Puppet Show: *Nate the Great*

Puppets:

Nate the Great – Boy with detachable detective hat, optional magnifying glass and vest with pocket

Annie – girl with brown hair

Young Harry – Small boy covered in red paint, holding a paint brush dipped in red paint

Rosamond – Girl with black hair

Fang – Big yellow dog with long, sharp teeth

Super Hex – Cat with moveable tail

Seven other cats – could be stuffed toys rather than true puppets

Props:

Scene 1 – Table set with several stacks of pancakes,
juice and milk
Note to mother (see *Nate the Great*, p. 13)
Telephone
Chair

Scene 2 – Crumpled dog picture
Dog bones
Rocks
Worms

Scene 3 – Skirted table

Scene 4 – Picture of dog/monster to show transformation (see *Nate the Great*, pp. 58 and 59)
Optional yellow and red pieces of acetate to show their blending becomes orange

Backdrops:

Scene 1 – Nate's kitchen

Scene 2 – Annie's room (yellow wall, desk, chair, lamp and wastebasket)

Scene 3 – Rosamond's house (cat pictures on wall, cat lamp, etc.)

Scene 4 – Annie's house/Brother Harry's room (red paint can and brush; red, splotchy pictures of clown, house, tree and orange monster with three heads)

Offstage noises:

Scene I – telephone ringing, Pink Panther music

Scene 2 – Squeaky door sound, optional digging noises

Scene 3 – Growling cat, meowing (with a hurt tone)

Scene 4 – Pink Panther music

Nate the Great Puppet Show

Narrator:

Boy (with detective costume, magnifying glass in hand)–*Nate the Great*

Annie (brown hair)

Young Harry (covered in red paint)

Rosamund (black hair/green eyes)

Dog (yellow fur)

Many little cats with green eyes

Props: Table, chair set with several stacks of pancakes, juice and milk, telephone; note to Mother

SCENE I Kitchen

Nate: Hi. My name is Nate the Great. I'm a detective. You know what a detective is, don't you? It's one of those smart guys who help people solve mysteries. Like most famous detectives, I work alone. But right now, since I'm not on a case, I'm going to eat my breakfast. (Walks over to table) Let's see - pancakes, juice, pancakes, milk, pancakes... That's just about right. I love pancakes. (Telephone rings. Nate walks over to phone) I hope this is a call to look for lost diamonds or pearls or a million dollars! Hello. Oh, it's you, Annie. You lost a picture? Of course I can help you find it, I'll be right over. Stay right where you are. Don't touch anything. Don't move. Don't even breathe!

(Play Pink Panther music as Nate puts on detective outfit; gets a notebook and pencil; leaves note for Mother-Dear Mother, I will be back shortly, Love, Nate the Great)

SCENE II Annie's House

Yellow room with desk, chair, lamp, wastebasket, picture on wall

Nate: (offstage) Let's see, 2244, 2246, 2248... 2250! This is it! (Knock on door. Annie opens door and Nate walks in).

Annie: Oh Nate, I'm so glad you could come!

Nate: Tell me about your picture.

Annie: I painted a picture of my dog, Fang. I put it on my desk to dry. Then it was gone.

Nate: Hmm mm mm... very interesting! Now where would a picture go?

Annie: I don't know. That's why I called you. Are you sure you're a detective?

Nate: Sure, I'm sure. I'll find that picture of Fang. Tell me, does this house have any trap doors or secret passages? (Nate looks at ceiling and floor).

Annie: No.

Nate: No trapdoors or secret passages? This will be a very dull case.

Annie: But I have a door that squeaks (walks over to door and opens it–squeaky door sound is played).

Nate: Gee, you should get that fixed. Now show me your desk. (Both Annie and Nate walk over to desk. Nate inspects it with his magnifying glass). Well I'm sure of one thing.

Annie: What's that?

Nate: You sure like yellow!

Annie: (Shakes head in exasperation, while Nate searches room by looking on, under, and behind things. Then he looks in the wastebasket and holds up a crumpled picture of a dog).

Nate: Aha! Nate the Great has solved another mystery!!

Annie: (Shaking head) No, no, no! My picture of Fang is yellow!

Nate: I should have known! Okay, tell me who has seen your picture?

Annie: My friend Rosamund, my brother Harry, and Fang. But Fang doesn't count - he's a dog.

Nate: Everybody and everything counts. What is Fang like? Is he a big dog?

Annie: Very big!

Nate: Does he have big teeth?

Annie: Very big!

Nate: Does he bite people?

Annie: No....Will this help the case?

Nate: No, but it might help me. Show me Fang.

Annie: He's in the backyard. Let me get him. (Annie goes offstage) Fang, Fang, here boy.

(Nate stands on stage trembling. Annie enters with a **very big**, yellow dog with very big teeth.

Dog: (Walks up to Nate and sniffs him).

Nate: Nice doggie. Nice doggie (Pets the dog). Look what I've got for you. (Pulls bone from pocket, shows it to Fang and throws it offstage).

Dog: (Exits, chasing after bone).

Nate: (Looking in the distance). Say, look at him bury that bone. He buries well. You know, he could bury other things – like a picture.

Annie: Why would he bury a picture?

Nate: Maybe he didn't like it!

Annie: I never thought of that.

Nate: (Standing in a very proud looking pose). I, Nate the Great, think of everything. Does Fang ever leave this yard?

Annie: Only on a leash.

Nate: Then the only place he could bury the picture is in the yard! Let's dig up the yard and we'll surely find the picture.

(Annie and Nate exit).

Annie: (Offstage) Here are the shovels, Nate.

Nate: (Offstage) Great! Let's get busy. (Make grunting noises as digging goes on).

Annie: Hey, look what I found (throw bones on-stage).

Nate: That's no help! Keep digging. It must be here somewhere. All I seem to dig up is rocks, (throw rocks on-stage) and worms (throw worms on-stage).

Annie: I'm getting tired. We've been digging for an hour and we still haven't found my picture.

Nate: I, Nate the Great, have something to say.

Annie: Yes?

Nate: Let's take a pancake break and then visit suspect #2, your friend Rosamond.

(Annie and Nate exit stage).

SCENE III

Rosamond's house. Cats are everywhere. Rosamond is petting her cats and she has cat hair on her dress. Super Hex (cat) is hiding under a table covered with a skirt, only his tail is sticking out.

Annie: (Offstage) Here's Rosamond's house. Let's see if she's home. (Knock at door)

Rosamond: (Answers door)

Nate: I am Nate the Great the famous detective.

Rosamond: A detective? A real, live detective?

Nate: Touch me.

Rosamond: Prove you are a detective. Find something, like my lost cat.

Nate: I'm on a big case.

Rosamond: My lost cat is big. His name is Super Hex. All my cats are named Hex. This is Big Hex, Little Hex, Plain Hex, Black Hex, White Hex, Fat Hex, Slim Hex, Happy Hex. . .

Nate: ENOUGH!!! I CAN'T TAKE ANYMORE!!! (Little Hex jumps on Annie's lap. Big Hex jumps on Nate's head, tail hanging in his face. Nate pushes tail out of his way. Repeat several times for effect. Cat growls threateningly).

Rosamond: I was just trying to introduce you.

Nate: (Looking at Annie) Time to go.

Annie: But we just got here.

Nate: (Emphatically) Time to go! (Moves toward the door, stepping on cat's tail)

Super Hex: M . . EEE . . . OOOOOWWW!

Rosamond: Super Hex!! You found him! You are a detective!!

Nate: Of course. (Nate and Annie exit) (Offstage) Rosamond did not take the picture of your dog; Rosamond only likes cats. Now where is your brother, Harry?

SCENE IV

Back at Annie's house, but now red, splotchy pictures are hanging on the walls, including one of an orange monster

Annie: Harry. Harry? Where are you?

Harry: (Enters stage, paintbrush with red paint on it in hand) Me paint; me paint you.

Nate: Good, no one has ever painted a picture of me, Nate the Great.

Harry: Takes paintbrush and begins covering Nate with paint)

Nate: Hey!!!

Annie: He painted you! He painted you, ha, ha, ha, ha, ha.

Nate: That wasn't funny! Let's get down to business. We need to look for clues. (Looks around, inspects pictures on wall). He does good work.

Annie: But where is my picture?

Nate: That's a good question. Fang doesn't have it. Rosamond doesn't have it. Harry doesn't have it. Or does he? (Harry looks down as if he is ashamed). I've got it! I, Nate the Great, have found your picture.

Annie: You have? Where?

Nate: Look! Harry has a picture of a clown, a house, a tree, and a monster with three heads.

Annie: So what?

Nate: Look again. The picture of the clown is red, the picture of the house is red, the picture of the tree is red. But, the picture of the monster is orange!

Annie: So what? Orange is great for a monster.

Nate: But Harry paints with red. Everything is red but the monster, and I, Nate the Great, will tell you why. Harry painted a red monster over the yellow picture of your dog. The yellow paint was still wet, and it mixed with the red paint. Yellow and red make orange. That's why the monster is orange, see?

Nate: The monster has three heads; two of the heads were your dog's ears. The third head was the tail. (Demonstrates with pictures) The case is solved.

Annie: I don't know how to thank you.

Nate: I do. Are there any pancakes left?

(Annie and Nate walk offstage while Pink Panther music is playing).[1]

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[1] Source: Pauline Kodman, Mesa Public Library

Flannel Board Activity: Crossing the River

Materials needed:

Flannel board Characters:
wolf
goat
cabbage
boat

Directions:

Add the characters to the flannel board as you tell the story. See if the children can figure out a solution to the man's problem before you use the characters to "act out" the answers.

Story:

Once there was a man who had to take a wolf, a goat and a cabbage across a river. But his boat was so small it could hold only himself and one other thing. The man didn't know what to do. How could he take the wolf, the goat, and the cabbage over one at a time, so that the wolf wouldn't eat the goat and the goat wouldn't eat the cabbage?

Solution 1:

He could take the goat over and go back alone .	(put goat in boat and move across flannel boat board)
Then take the wolf over and bring the goat back	(put wolf in boat and move across) (put goat in boat and move across)
Then take the cabbage over and leave the goat behind	(put cabbage in boat and move across)
All finally take one last trip and take the goat over to join the wolf and cabbage.	(put goat in boat and move across)

Solution 2

He could take the goat over and go back alone.	(put goat in boat and move flannel board)
Then take the cabbage over and bring the goat back.	(put cabbage in boat and move across) (put goat in boat and move across)
Then take the wolf over and leave the goat behind.	(put wolf in boat and move across)
And finally go back and get the goat on the last trip.	(put goat in boat and move across)[2]

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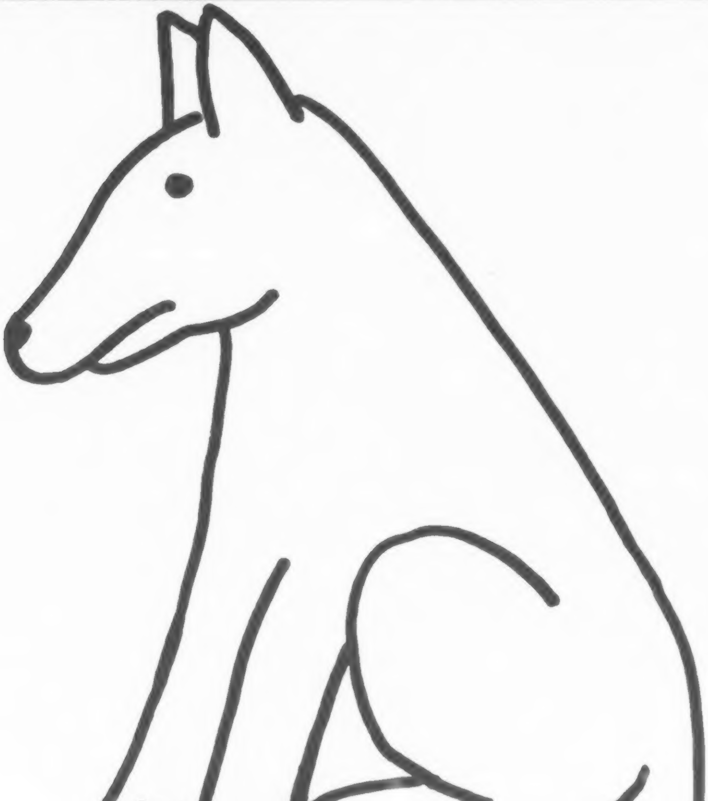
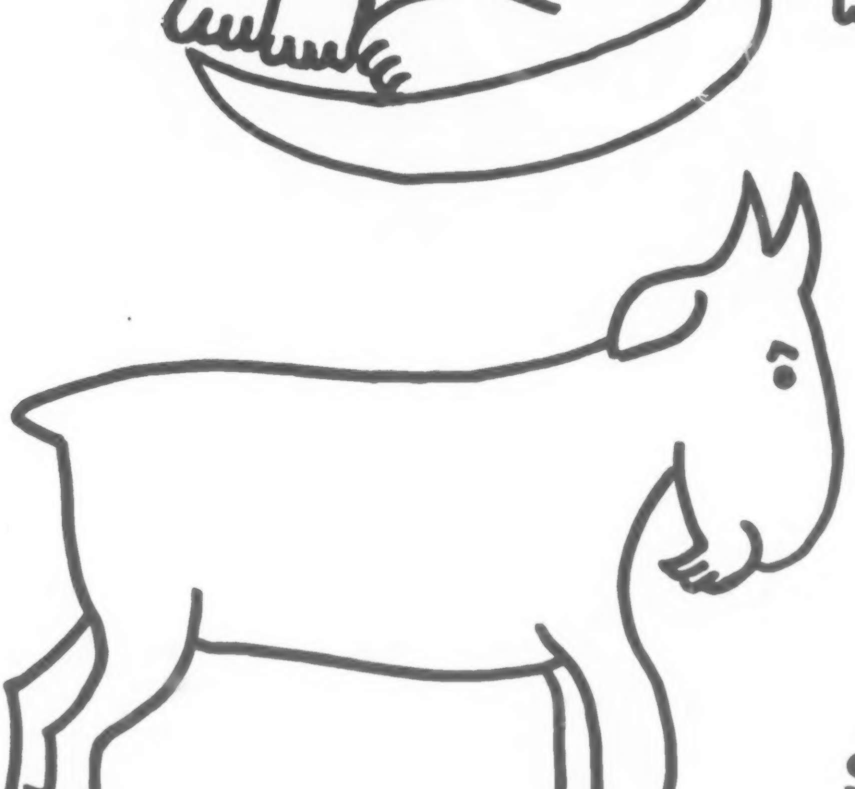
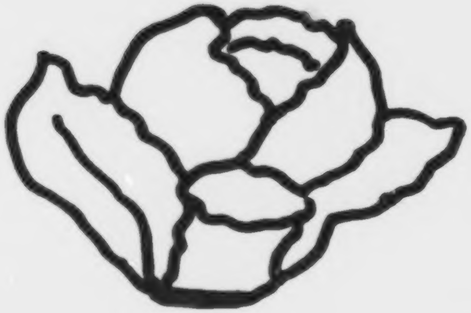
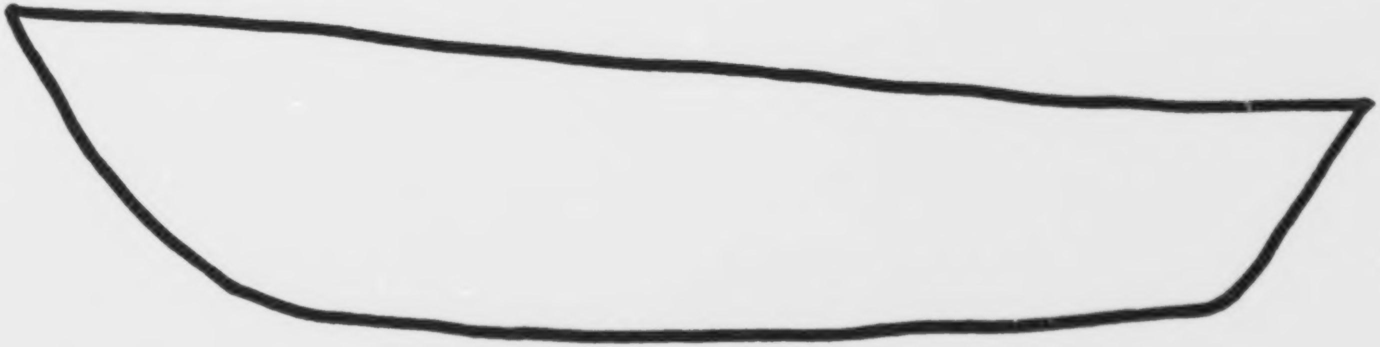
[2] Shannon, George. *Stories to Solve: Folktales from Around the World.* New York: Greenwillow, 1985


wolf


goat



cabbage



boat

Game: Detective

Material needed: large magnifying glass (optional)

Directions: Have the children sit in a semicircle. Choose one child to be the Detective. Describe an object or person in the room by giving clues such as these: "I'm thinking of something that is red. It bounces. What is it?" Or "Someone in this room is wearing green. Her name begins with an 'M.' She has a big brother named Scott. Who is she?" Then let the Detective move around the room and try to discover the object or person you described. Continue giving clues until the Detective finds what he or she is searching for. Then choose another child to be the Detective.

Hint: For an authentic touch give the Detective a large magnifying glass to look through as she or he searches for clues.

Variations: Older children may enjoy creating their own clues for the Detective. You may wish to select one of the group and ask him or her to select an object or person and make up some clues for the Detective (this will work best if the detective is out of earshot), or the group might like to think up clues for an object or person you name (also while the Detective is out of hearing range).

The children may also enjoy participating in the game by having one of the group hide an object in his or her hand while the Detective leaves the room. When the Detective returns, you may give clues to the person's identity, until the Detective solves the case. Or, the Detective can ask the group with "yes or no" questions (without being able to ask each person "Is it you?") Questions such as "does a boy have the object? and "does he have on a blue shirt?" would be allowed in the game. When the Detective finds the mystery person, that child becomes the new Detective.[3]

Guessing Games: Surprise Box I

Materials needed:
- Assortment of objects (things that make noises are good)
- Boxes with lids
- Tape or string to secure the lids

Directions: Put an object into each box and tape or tie the boxes closed. Shake the box (or ask a child to do so) and have the group listen to the contents of the box. Have the children try to guess what is inside. Give as many clues as necessary until they guess what the object is. Then show the children the object. Repeat the steps with the rest of the boxes.[4]

Surprise Box II: (A Variation)

Materials needed:
- Assortment of objects (things with different textures recommended)
- Boxes with lids
- Tape or string to secure the lids
- Scissors

Directions: With the scissors. cut a hole in each box lid, large enough for a small child's hand. Place an object in each box and seal the lid. Pass the box among the children, and ask each to feel the object inside. Ask the children to tell how the object felt (smooth, scratchy, soft. etc.) then ask if they can guess what the mystery object is. Give as many clues as necessary. After the guessing is done, open the box and show the object. Repeat the steps with the rest of the boxes.

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[3] idea adapted from Obermair, Gilbert. *Matchstick Puzzles, Tricks & Games.* New York: Sterling, 1977.

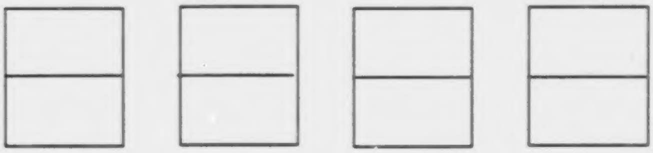
[4] Waite, Celia, Youth Services. Maricopa County Library District.

Flannel Board Activity: Discover Words

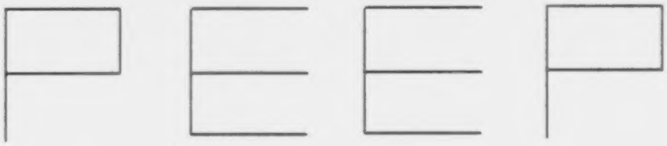
Materials needed: Flannel board
28 strips of felt

Directions: Arrange strips of felt on the flannel board in the following pattern:

Tell the children that, by removing some of the felt strips, you can create many words. Explain that the strips can'the turned or slanted, but can be taken off of the board completely. Demonstrate by creating the following word:



Ask the children to help you find new words to make. You may wish to keep a count of the number of words your group makes. If the group is small, you may want to ask one child at a time to come to the flannel board and remove strips as the group thinks of words.



Solution: The following words can be created by removing pieces of felt:

LEAP
REAP
BELL
SELL
FELL
HALL
BALL
FALL

SOLE
SALE
SOUL
FOUL
PEEL
PALL
HALE
PAUL

Can your group think of any others?[5]

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[5] idea adapted from Obermair, Gilbert. *Matchstick Puzzles, Tricks & Games.* New York: Sterling, 1977

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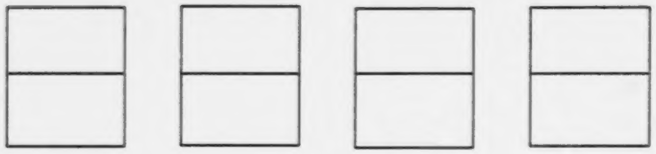
La Tabla de Flanela: Palabras Descubridas

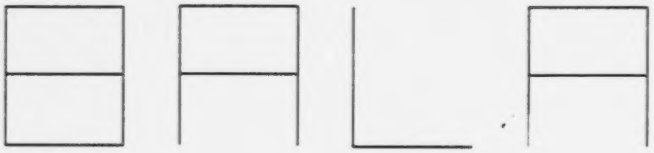
(Rompecabrezas para tabla de flanela)

Materiales necesidades: Tabla de flanela
28 tiras de fieltra

Direcciónes: Ponge las tiras defieltra ariba de la tabla de flanela en el siguente modelo:



Dile a los niños que, por quitando unos tiras de fieltra, puedes hacer muchas palabras. Explica que las tiras no se pueden boltiar o retirarse pero pueden quitarlos de la tabla completa. Demonstre por haciendo la siguiente palabra:



Preguntale a los niños que ayuden a buscar palabras nuevas. Usted puede tener cuentos de los palabros su grupo hace. Si el grupo es muy chico, le puede decir a los niños uno coda tiempo que venga a la tabla flanela y que quite las tiras mientras el grupo piensa de mas palabras

Solucion: Los siguentes palabras se pueden hacer pro quintando tiras de fieltras:

CAIO	PAUL	BAJO
PIEL	BALA	BECA

¿Pueden pensar mas palabras?

CODES, CYPHERS AND SPIES

Grades 1 - 4

Books

The following books are recommended:

Bonsall, Crosby Newell. *The Case of the Double Cross.*
Marigold concocts a mystery that finally gets her and her friends into the boys' private eye club.

Mahy, Margaret. *The Terrible, Topsy-Turvy, Tissy-Tossy Tangle.*
The famous spy, Iris La Bonga, sets out to steal an inventor's mysterious potion.

Massie, Diane R. *Chameleon the Spy and the Case of the Vanishing Jewels.*
Chameleon the Spy outwits a phony prince and princess who have robbed Beantown residents of their jewels.

Myrick, Mildred. *The Secret Three.*
Three boys use messages carried by the tide, in bottles, to organize a club with a secret code, handshake and name.

Sharmat, Marjorie. *Nate the Great Goes Undercover.*
Nate the Great takes on his first night case and tries to solve the mystery of the garbage snatcher.

Sharmat, Marjorie and Mitchell. *The Sly Spy.*
Desiree hires E J. to uncover her friend Olivia's secret, which turns out to be a surprise birthday present for Desiree

Sobol, Donald J. *Encyclopedia Brown's Book of Wacky Spies.*
Briefly describes undercover activities of spies from various historical periods and geographical areas.

Travis, Falcon. *Super Sleuth: Mini Mysteries for You to Solve.*
Describes 43 crime puzzles, which the reader tries to solve with the aid of clues, codes, alibis and other evidence

Wilson, Gahan. *Harry the Fat Bear Spy.*
Harry, also known as Agent 350b, is instructed to infiltrate Bearmania's National Macaroon Factory to discover who is causing the confection to come out green.

Native American Sign Language Story

The Great Race of the Birds and Animals (abridged) by Paul Goble. (A Sioux and Cheyenne myth)

Directions: Before telling the story, teach the children a few signs (for the animals in the story):

Buffalo: At sides of head hold up index fingers of both hands. Lift hands slightly until wrists are near top of head. Then move hands forward slightly.

Crow (Bird): Hold hands flat at shoulder, pointing out. For small bird, imitate rapid flapping. For larger birds, flap slowly.

Man: Hold your hand in front of your chin with index finger pointing up.

Wolf: Hold hand in a V that is level with right shoulder. Then move hand up and ahead.

Coyote: Sign Wolf. Then sign Little (Hold hand at shoulder level with tip of index finger pressed against thumbnail)

Magpie: Sign Bird, using rapid flapping motion.[1]

Story:

Do you know why buffaloes (sign Buffalo) have long hair on their chins?

Long ago, when the world was still quite new, buffaloes (sign Buffalo) used to eat people. It is true! The hair on their chins is hair of the people they used to eat. Ya-a-a-a.... It is terrible to think about those times ...

The Creator saw how the people suffered. He heard their prayers for help. There came a day when he told Crow (sign large Bird) to call all living things together to the hills which rise like an island from the center of the great plains The people, and buffaloes (sign Buffalo), and every bird and animal heard Crow (sign large Bird) calling, and they came to the hills from all directions across the plains.

The Creator stood on the highest hilltop, and spoke to them all: "*Toke.*" Is it right that buffaloes (sign Buffalo) eat people? Or should people eat buffaloes (sign Buffalo) instead? All you tribes of four-leggeds and wingeds will decide. There will be a race around these hills. If the buffaloes (sign Buffalo) win the race, they will still eat people. But if the people win the race, they will eat the buffaloes (sign Buffalo) and all fourleggeds instead. Get ready. Choose your fastest runners. Join the side you want to win."

The people chose a young man (sign Man). He had never lost a race. Even the buffaloes (sign Buffalo) knew he would be hard to beat, but they had a young cow to run for them. She was everyone's favorite, and they were sure she would win.

The animals joined with the buffaloes (sign Buffalo), because they have four legs. The birds sided with the people, because they have two legs, as we do. Each tribe chose its fastest runner.

Suddenly, Wolf (sign Wolf) and Coyote (sign Coyote) raised their heads and h-o-w-l-e-d. *Ho po!* The runners sped away with a thunder of feet and great wind of flying birds.

The birds flew ahead like arrows. Magpie (sign small Bird) beat her wings fast, and even the tiniest birds left her behind. But she had made up her mind she was going to win. She had been thinking things out, and had made a plan: she flew down and sat on Buffalo's (sign Buffalo) back.

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[1] Liptak, Karen. *North American Indian Sign Language*. New York: Watts, 1990.

Buffalo (sign Buffalo) and the young man (sign Man) took the lead, and the larger animals were staying close behind. Magpie (sign small Bird) had not made a sound; nobody had even noticed her sitting on Buffalo's (sign Buffalo) back.

Nobody remembers how long they raced around the hills; it was several days. Tired runners dropped out all along the way.

The young man (sign Man) fell farther and farther behind Buffalo (sign Buffalo). He had run his best. Nobody could say he would have run better. Even Buffalo (sign Buffalo) was almost exhausted, and her head hung low. Magpie (sign small Bird) was still clinging to the thick woolly fur of Buffalo's (sign Buffalo) back. But when Buffalo (sign Buffalo) saw the finishing line, she ran faster in a final effort. All the four-legged animals watching from the hillsides cheered her. They were sure she was the winner.

Suddenly Magpie (sign small Bird) flew up from Buffalo's (sign Buffalo) back. Everyone had forgotten about her! She was feeling good and was not tired at all! Magpie (sign small Bird) flew up towards the sun. And then she swooped down, squawking and squawking, and crossed the finishing line just in front of Buffalo (sign Buffalo). A great shout of people and birds filled the air.

Magpie (sign small Bird), the slowest of all of the birds, had won the race for the two leggeds! *Ho hecetu welo.*

The chiefs of the Buffalo (sign Buffalo) Nation told the people, "That was a fair race. Now we are under your power. You will eat us."

And then the Creator spoke to the people: "Use your power wisely. Look after all things that I have made, even the smallest of them. They are all your relatives. Make yourselves worthy of them, and give thanks always."

After that the people were shown how to make bows and arrows, and they were given horses. They hunted the buffaloes (sign Buffalo) when they needed meat.

Nobody ever harms Magpie (sign small Bird). The people have always been grateful to the birds for taking their side in *The Great Race*. They honor them when they wear their beautiful feathers.

We can all be a little like the birds: they leave the earth with wings, and we can also leave the world by letting our thoughts rise as high as the birds fly.[2]

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[2] Goble, Paul. *The Great Race of the Birds and Animals.* New York: Bradbury, 1985.

Draw-and-Tell Story: *The Hare and the Tortoise* (from Aesop)

Materials needed: paper
marker

Directions: Prepare for telling the story by drawing the moral to the story on a large piece of paper, using the "turtle code" shown below. Show the "turtle code" to the group, and explain that the moral to the fable you're about to tell is hidden in the code. Tell them they will have to figure it out when the story is done. Tell the story, then let the children try to decipher the code. You may give as many hints as necessary. It may be helpful to write the letters the children select on a separate sheet of paper and let them check it to see if they have found the answer .

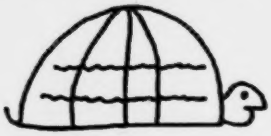
Story:

A Hare was always boasting about his speed and making fun of a Tortoise because he was so slow. One day the Tortoise challenged the Hare to a race. "You may laugh at me," he said, "but I know that I could beat you if we ran a race." The Hare was greatly amused at the idea of racing with a Tortoise, and so accepted the challenge. A course was set, and although the two started off together, the Hare quickly outran the Tortoise. He was so far ahead, in fact, that he decided to just lie right down and take a little nap. But the Hare overslept, and when he dashed to the finish line, there was the Tortoise. He had been plodding steadily forward all along, and had already won.

Moral: Slow and steady wins the race.[3]

Turtle Code:

Directions: To decipher the code, look at the turtles that face to the right. Read only the letters right below the lines that go up and down the turtle's shell. Ignore the letters that appear in the spaces between the lines.[4]



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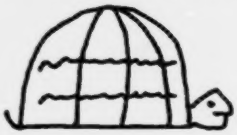
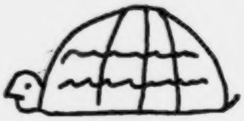
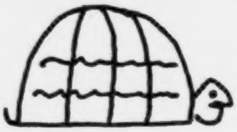


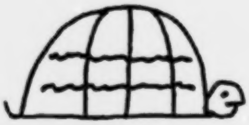
HOWLS



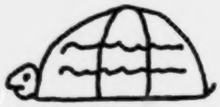
GAMES



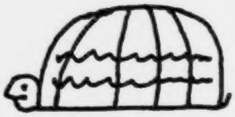
SANDY



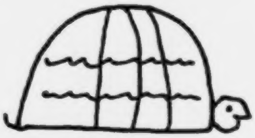
ASSET



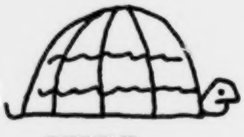
SHOWY



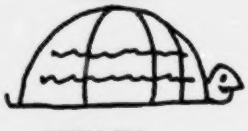
WHAT



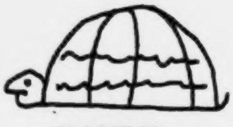
HEAD



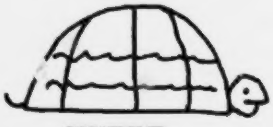
STYLE



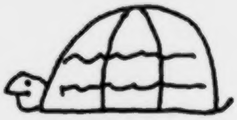
TWAIN



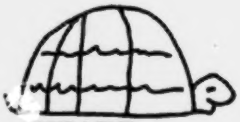
HANDY



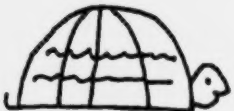
SWEET



KNEES



HEART



ACHE

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[3] *Aesop's Fables.* Saxonville, MA: Picture Book Studio, 1989.

[4] adapted from: Albert, Burton, Jr. *Code Busters!* Niles, IL: Albert Whitman, 1985.

Activities: Invisible Ink

Materials needed:

- ink ingredients (milk, lemon juice or orange juice works well)
- paint brush
- saucer
- heavy white writing paper (lined paper is best)
- heat source (iron or lamp)

Directions: Pour the ink (milk, lemon or orange juice) into a saucer. Dip the paint brush into the ink and write a message on the paper. The ink will disappear almost instantly. To avoid writing one word over another, have the children hold a finger at the end of the last word, to mark the place for the next word to begin.

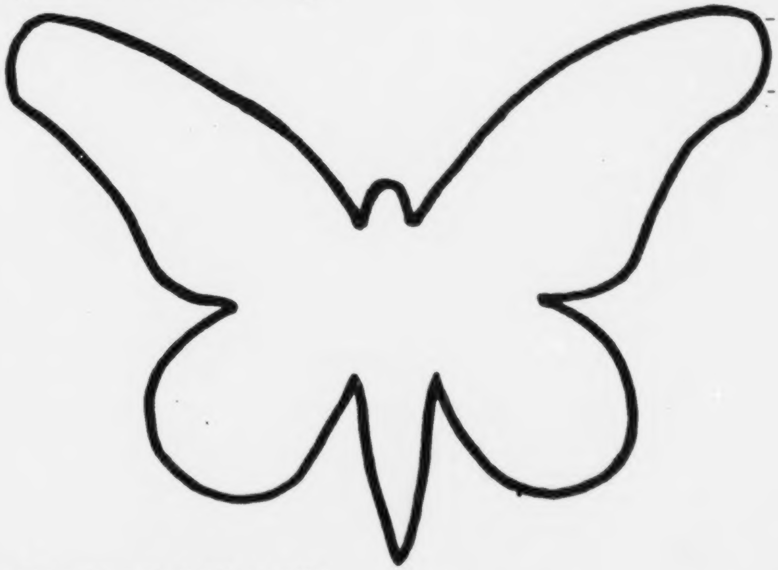
To make the ink visible, use a heat source such as an iron or lamp with a bright electric bulb. With an adult supervising, have the children exchange papers and hold them near the iron or lamp. The heat will make the message appear.[5]

Moth Codes and Butterflies

Materials needed:

- Morse code alphabet (included on following page)
- paper
- pens, markers or crayons
- butterfly pattern (below)

Directions: Introduce the Morse code to the group, showing the alphabet it uses. You may wish to give each child a copy of the alphabet, or have it posted for all to see. Explain that the letters are made up of dots (quick taps of a telegraph key), dashes (slightly longer taps) and pauses. Tell the group that they can draw the code letters on the wings of the butterflies they draw, and can "hide" the message by adding circles and tiny freckles around dots and dashes. Allow the children to draw some butterflies on the paper, adding the Morse code letters from left to right across both wings and from top to bottom. Remind them to disguise the message by adding circles and freckles to the wings. When the children have finished, ask them to exchange papers and decode the messages.[6]



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[5] Gletcher, Helen Jill. *Secret Codes.* New York: Watts, 1980.

[6] adapted from: Albert, Burton, Jr. *Code Busters!* Niles, IL: Albert Whitman, 1985.

A	• —
B	— • • •
C	— • — •
D	— • •
E	•
F	• • — •
G	— — •
H	• • • •
I	• •
J	• — — —
K	— • —
L	• — • •
M	— —
N	— •
O	— — —
P	• — — •
Q	— — • —
R	• — •
S	• • •
T	—
U	• • —
V	• • • —
W	• — —
X	— • • —
Y	— • — —
Z	— — • •

Make Up Your Own Code

Materials needed: paper
pens, pencils or markers

Directions: Explain that codes can be made up of symbols that each person selects. Have the children write the alphabet and the numbers 0-9 on a piece of paper. Allow enough space between lines for the children to add a symbol below each of the letters and numbers. This will be the "key" another person may use to read a message.

Have the children use the symbols to write a message and exchange it (with the key) with another group member.[7]

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[7] Fletcher, Helen Jill. *Secret Codes.* New York: Watts, 1980.

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Mahy, Margaret. *The Terrible Topsy-Turvy, Tissy-Tossy Tangle.* (o.p.)

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Sharmat, Marjorie. *Nate the Great Goes Undercover.* New York: Putnam, 1989. (ISBN 0-698-20643-6)

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Wilson, Gahan. *Harry the Fat Bear Spy.* (o.p.)

DINOSAUR DETECTIVES

Preschool - Grade 2

Books

The following books relate to the dinosaur theme:

Aliki. *Digging Up Dinosaurs.*
Introduces various types of dinosaurs and explains how scientists uncover, preserve and study dinosaur bones.

Berenstain, Stan. *The Berenstain Bears and the Missing Dinosaur Bone.*
The three Bear Detectives search for a dinosaur bone that is missing from the Bear Museum.

Carrick, Carol. *What Happened to Patrick's Dinosaur?*
Fascinated with dinosaurs, Patrick invents an imaginary explanation of why they became extinct.

DePaola, Tomie. *Little Grunt and the Big Egg: A Prehistoric Fairy Tale.*
When a dinosaur hatches from the egg that Little Grunt brought home for dinner, Mama and Papa Grunt let him keep it as a pet until it grows too big for their cave.

Joyce, William. *Dinosaur Bob and his Adventures with the Family Lazardo.*
While vacationing in Africa, the Lazardo family finds and brings back to America a friendly dinosaur that becomes the talk of the town.

Morgan, Michaela. *Dinostory.*
Andrew asks for a real live dinosaur for his birthday present and gets a lot more than he expected.

Most, Bernard. *If the Dinosaurs Came Back.*
A young boy who wishes for the return of the dinosaurs imagines how useful they would be.

Mullins, Patricia. *Dinosaur Encore.*
Fold-out flaps reveal comparisons between various dinosaurs and familiar animals living today.

Murphy, Jim. *The Last Dinosaur.*
Depicts what life might have been like for the last dinosaurs on earth.

Schwartz, Henry. *How I Captured a Dinosaur.*
Liz, who is fascinated by dinosaurs, finds one on a camping trip and brings it home to live with her.

Talbott, Hudson. *We're Back! A Dinosaur's Story.*
Prehistoric creatures travel in time to the twentieth century and create excitement at the Museum of Natural History.

Flannel Board Activities

Dinosaurs

Materials needed: Flannel board
Five dinosaurs (made of felt or with strips of felt on the back of each)
Poem, "Dinosaurs"

Directions: Begin the story with the five dinosaurs on the flannel board. Recite the poem, removing one dinosaur at a time. The children may wish to join in on the count of the remaining dinosaurs at the end of each verse.

Poem:

Five enormous dinosaurs
Letting out a roar —
One went away, and
Then there were four.

Four enormous dinosaurs
Crashing down a tree —
One went away, and
Then there were three.

Three enormous dinosaurs
Eating tiger stew —
One went away, and
Then there were two.

Two enormous dinosaurs
Trying to run —
One ran away, and
Then there was one.

One enormous dinosaur,
Afraid to be a hero —
He went away, and
Then there was zero [1]

Bow-wow, Say The Dogs

Materials needed: Flannel board
Felt animals (or ones with felt backing; patterns included on following pages)
Dog
Cat
Hog
Rat
Crow
Duck
Dinosaur

Directions: Tell the children that you're going to recite a poem about dinosaurs and other animals, and that you'll need their help making each animal's sound. You may wish to practice with the group, by holding up one of the animals and asking the children what sound the animal makes. When ready, recite the poem, adding the animals to the flannel board at the appropriate time, as the children make the animal's sound.

Poem:

"Bow-wow," say the dogs,
"Meow-meow," say the cats,
"Grunt-grunt," go the hogs,
And "squeak," go the rats
"Caw-caw," say the crows,
"Quack-quack," say the ducks,
What did the dinosaurs say?
Nobody knows. [2]

(Note: The children may wish to make up sounds for the dinosaur.)

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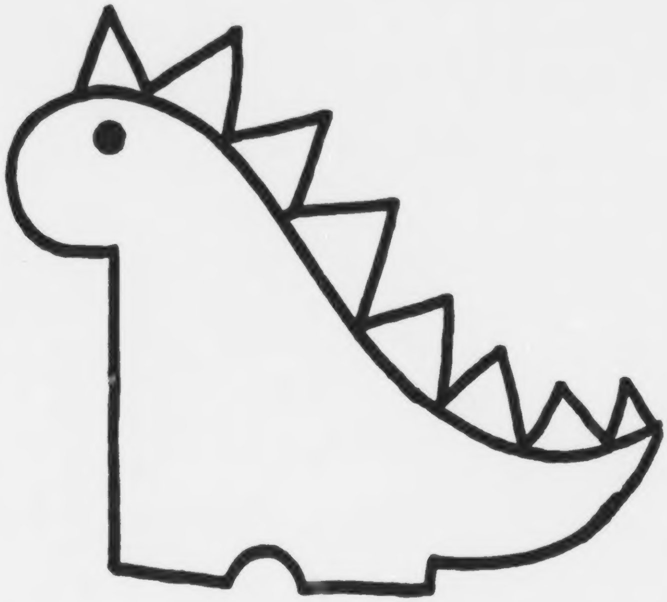
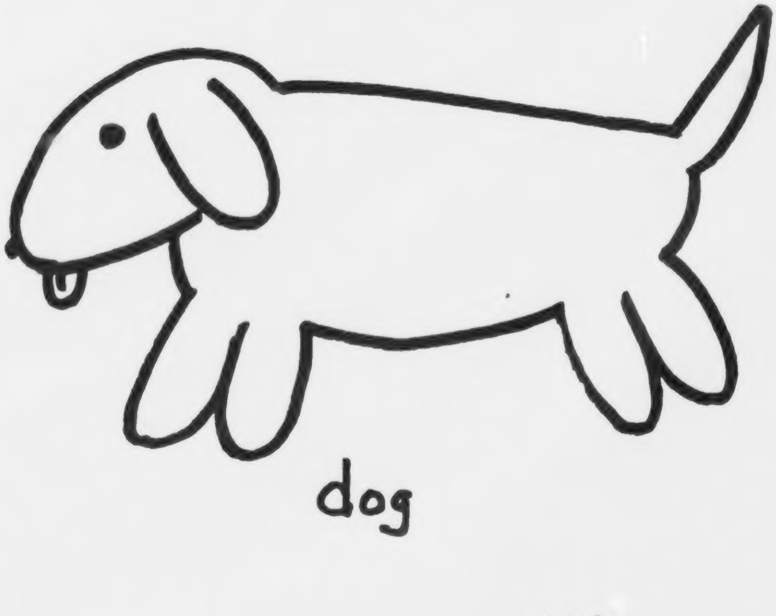
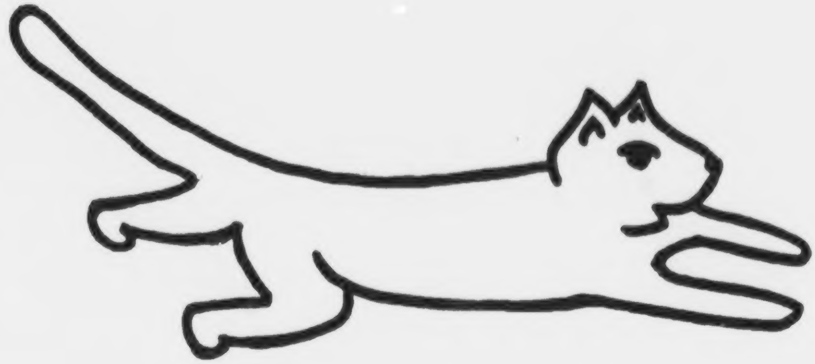
[1] Roberts, Lynda. *Mitt Magic: Fingerplays for Finger Puppets*. Mount Rainier, MD: Gryphon House, 1985.
[2] Most, Bernard. *Four & Twenty Dinosaurs*. New York: Harper & Row, 1990



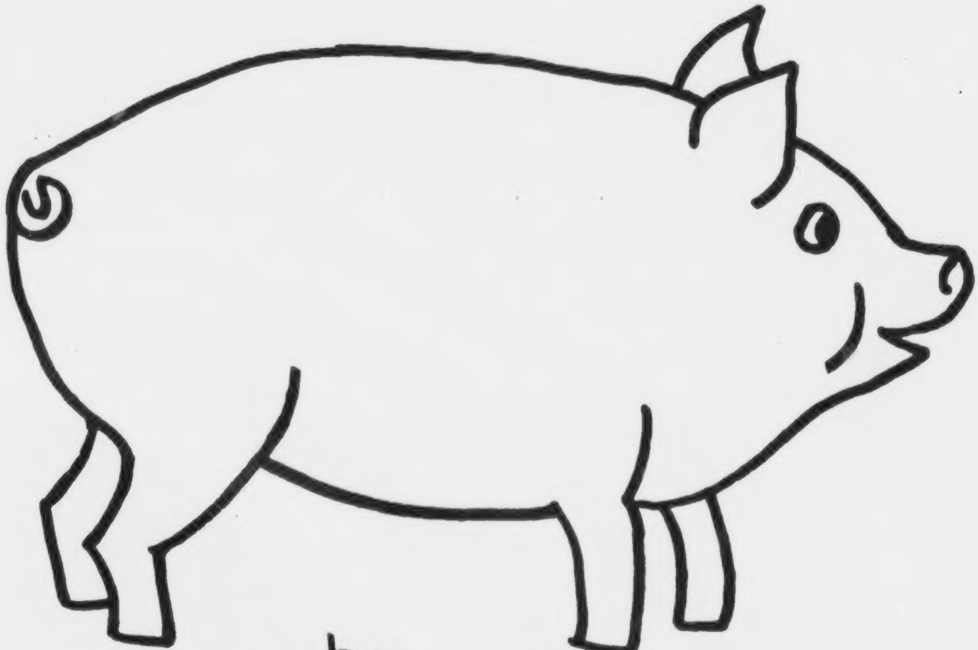
dinosaur (pattern may be used for poems)



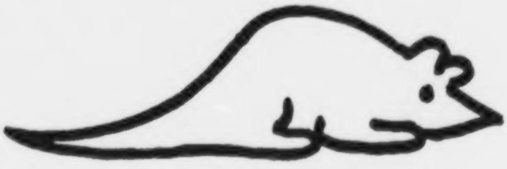
dog

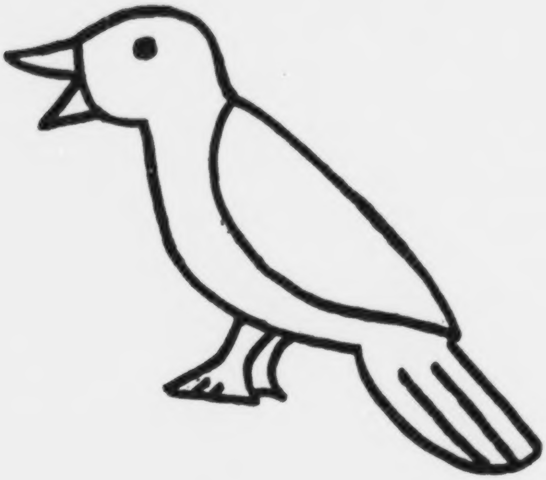


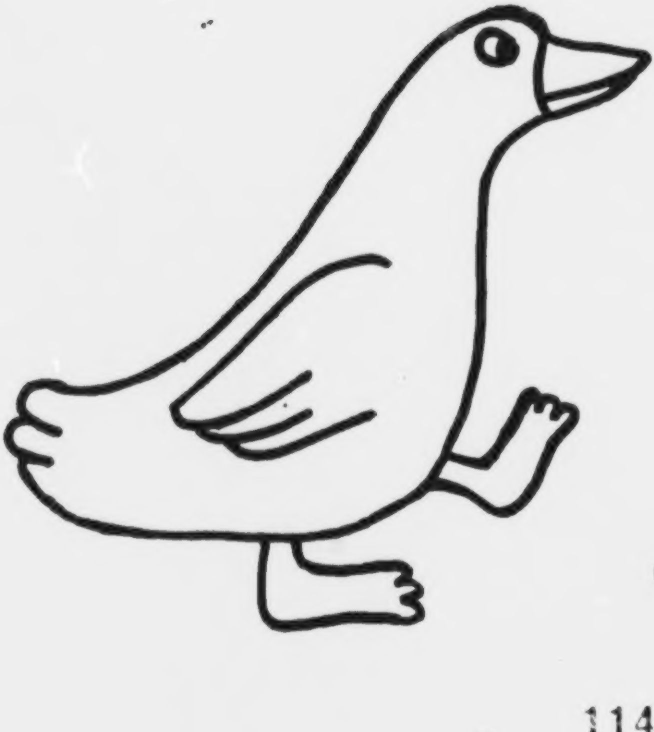
cat



hog


rat


crow


duck

Other Activities

Song: Dinosaurs

Materials needed: None

Directions: Sing to the tune of *Oh, My Darling Clementine*

Great big dinosaurs, great big dinosaurs,
Lived so long ago.
Some liked land and some liked water,
Some flew in the air.

Great big dinosaurs, great big dinosaurs,
Lived so long ago.
Some had horns and some had spikes,
Some had wings like bats.

Great big dinosaurs, great big dinosaurs,
Lived so long ago
Some ate plants and some ate meat,
But now there are no more.[3]

Activity: Fossil Hunt

Materials needed:

Large baking pan(s) (13" x 9")
Cornmeal or sandbox sand
Small plastic dinosaurs
Spoons

Directions: Bury several plastic dinosaurs in a large cornmeal or sand and place the pan on the table. If the story time group is large, more than one pan may need to be prepared. Let the children take turns going on a "fossil hunt " Give the children spoons to use to dig in the cornmeal or sand. When a dinosaur is discovered, ask the children to identify it by looking careful, at its characteristics.

Variation: This activity can also be done in a sandbox.[4]

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[3] Warren, Jean. *Theme-A-Saurus.* Everett, WA: Warren Publishing House, 1989.
[4] Warren, Jean. *Theme-A-Saurus.* Everett, WA: Warren Publishing House, 1989.

Matching Game: What Did They Eat?

Materials needed: Flannel board
Felt items: Dinosaurs (patterns included on following pages)
Tall plant/tree
Short plant/shrub
Steak
Fish

Directions: Introduce the matching game to the children, explaining that different dinosaurs ate different kinds of food. Place the plants, steak and fish in a column on the flannel board, asking the children to identify each one. Show them the dinosaurs, one at a time, and ask them to guess what each dinosaur ate. You may have to lead the children to distinguish between the plant-eating dinosaurs (some were able to eat tall vegetation, while others grazed on short plants). When all of the dinosaurs have been matched, check the guesses with the answer key below. The children may wish to compare the dinosaurs' dining habits with present-day animals, too.[5]

Answer Key

Dinosaurs that ate short plants:

STEGOSAURUS (steg-ah-SAWR-us) Its name means "roofed lizard." referring to the plates on its back.

TRICERATOPS (try-SAIR-uh-tops) Its name means "three-horned face," because it has three horns on its face.

Dinosaurs that ate tall plants:

APATOSAURUS (ah-PAT-uh-sawr-us) Its name means "deceptive lizard," because it's easily confused with other Sauropods.

PLATEOSAURUS (PLAY-tee-uh-sawr-us) Its name means "flat lizard," referring to the dinosaur's flat, plate-like teeth.

Dinosaurs that ate meat:

TYRANNOSAURUS (tye-RAN-uh-sawr-us) Its name means "tyrant lizard," because of its great size, and wicked teeth and claws.

ALLOSAURUS (AL-uh-sawr-us) Its name means "different lizard," because its vertebrae were different from all other dinosaurs.

Dinosaurs that ate fish:

PTERANODON (tair-AN-o-don) Its name means "winged and toothless," because it could fly and it had no teeth.

ARCHELON (AR-kee-lon) Its name means "ruler tortoise." because it is the largest known turtle.[6]

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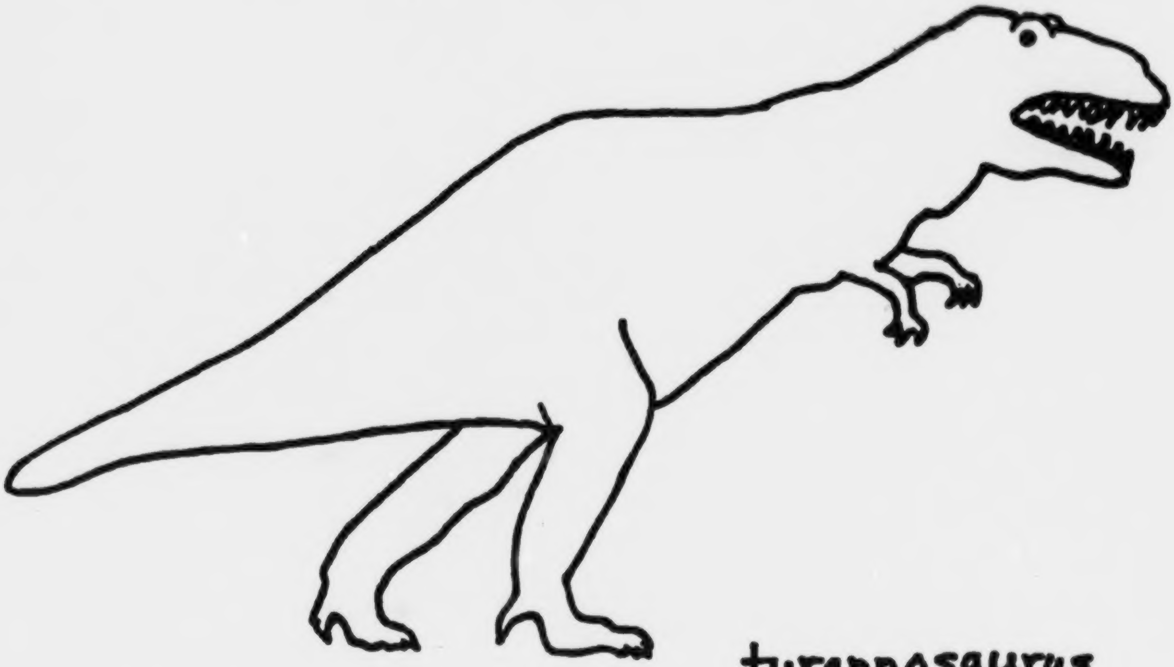
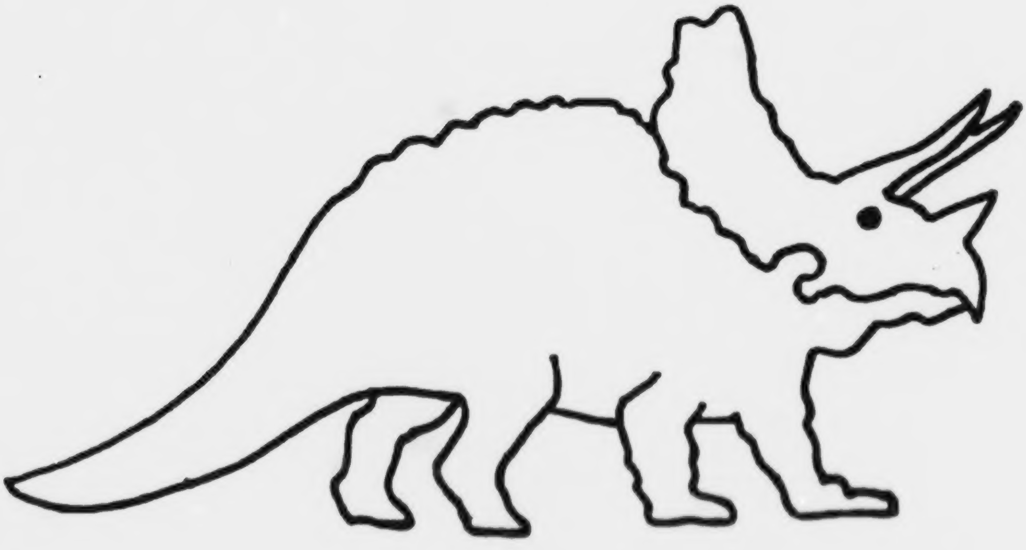
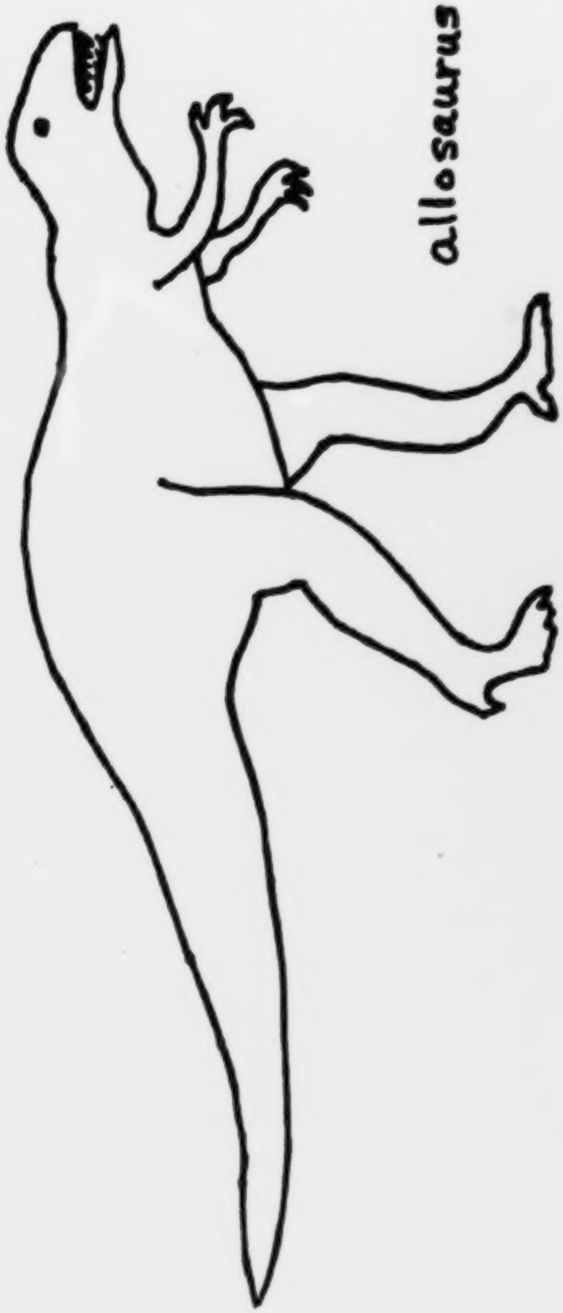
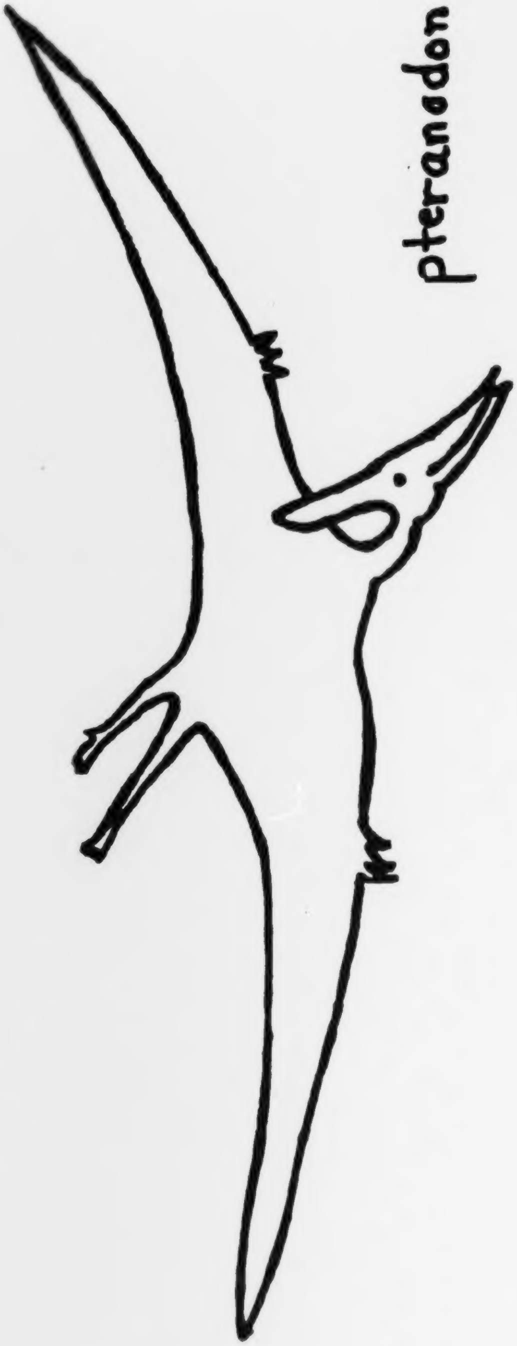
[5] Louise Aikin, Youth Services, Maricopa County Library District.

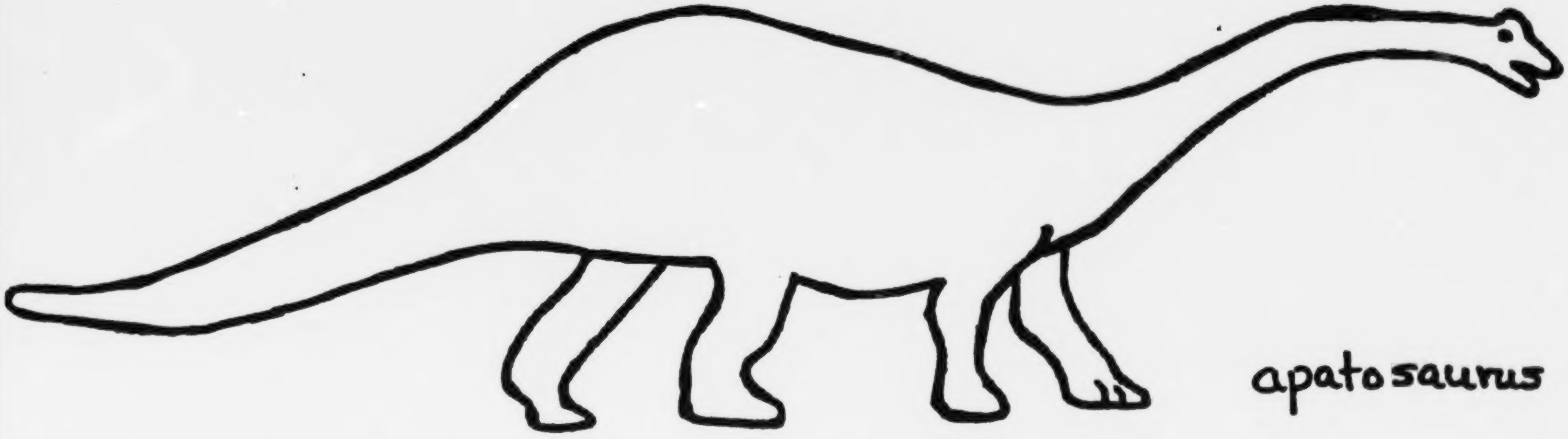
[6] Sattler, Helen Roney. *The Illustrated Dinosaur Dictionary.* New York: Lothrop, 1983.


tyrannosaurus

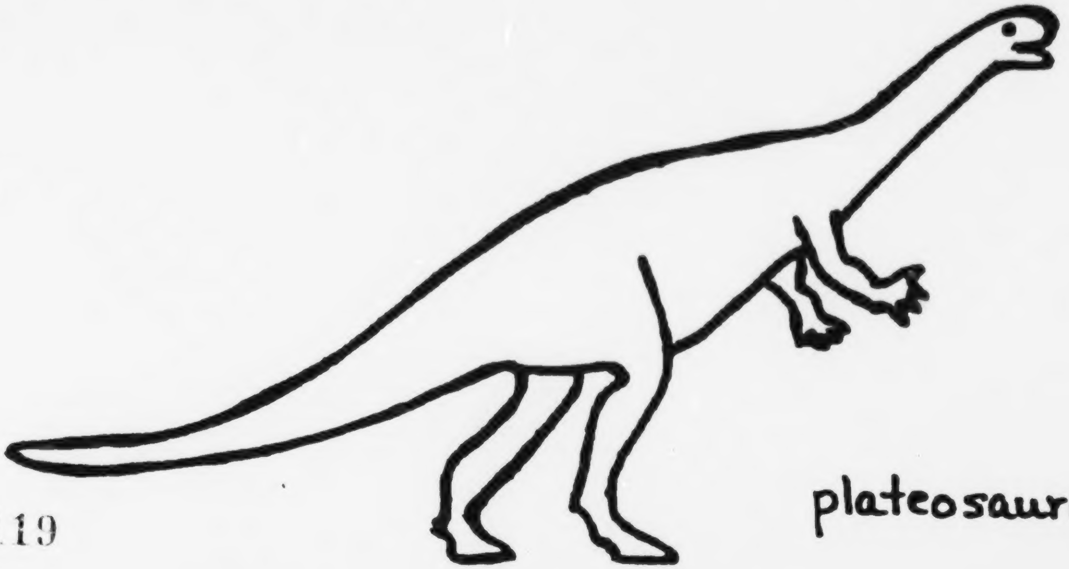

triceratops


allosaurus


pteranodon



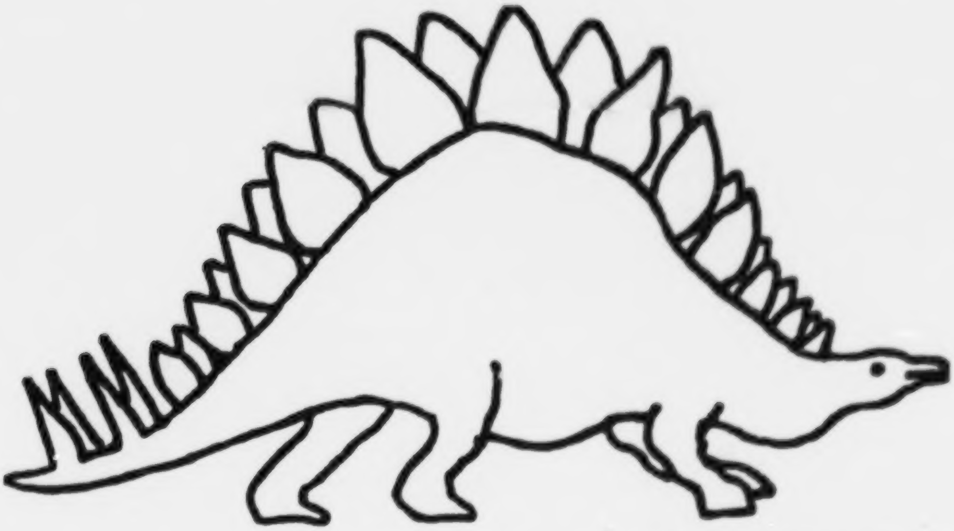
apatosaurus



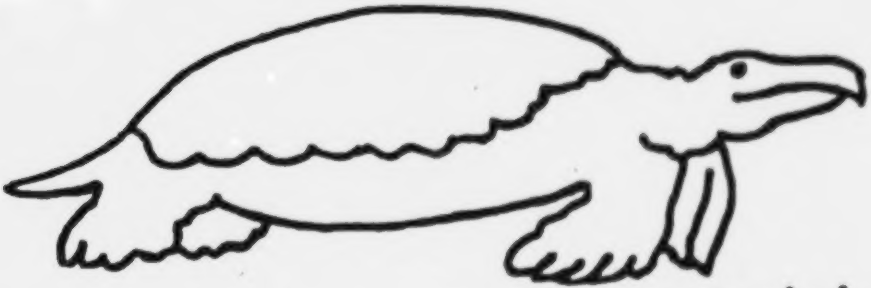
plateosaurus

119

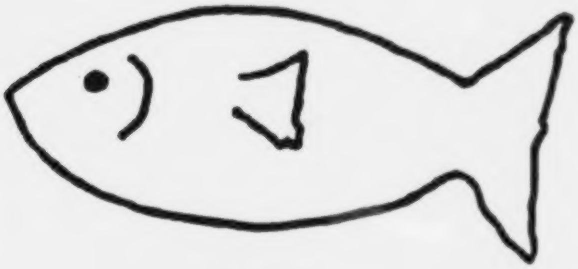
120



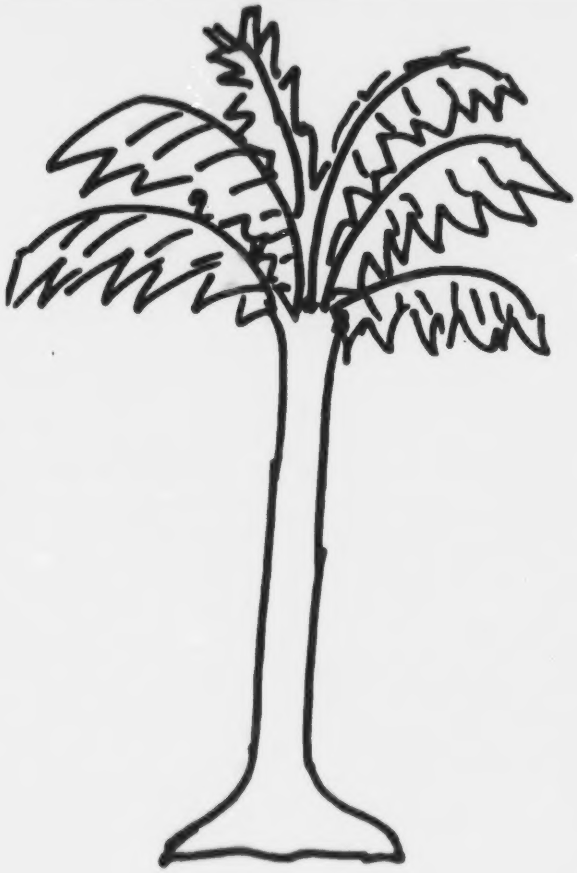
Stegosaurus



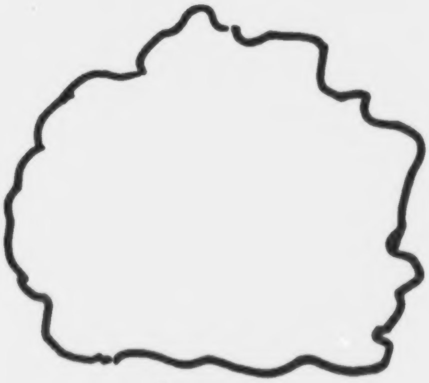
archelon



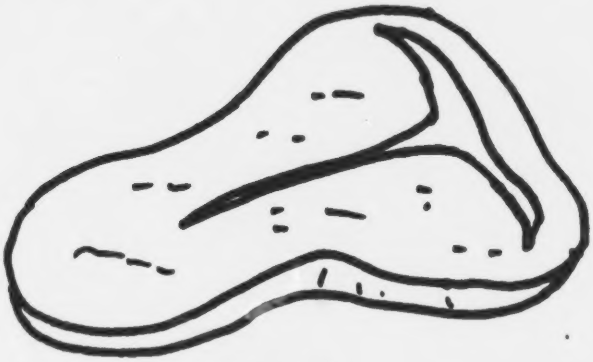
fish



tree



shrub



meat

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Talbott, Hudson. *We re Back! A Dinosaur's Story*. New York: Crown Books, 1988. (ISBN 0-517-56599-4)

Detectivos Dinosaurios

Kinder - Grado 2

Libros

Los siguientes libras relatan el tema de los dinosaurios:

Aliki. *Buscando los Dinosaurios.*
Introduce varias tipos de dinosaurios y explica como los cientificos descrubrieron, coservaron, y estudiavon los huesos.

Berenstain, Stan *Los Berenstain Bears y los Huesos Peridos de los Dinosaurios.*
Los tres oso detectivos buscan un hueso de un dinosaurio que esta perdido del Museo de Osos.

Carrick, Carol. *¿Que Paso con el Dinosaurio de Patrick?*
Fasinado con dinosaurios, Patrick inventa un explicacion imaginario de porque desaparecieron.

De Paola, Tomie. *Pequeño Grunt y el Huevo Grande: Un Prehistorico Cuento Imaginario.*
Cuando un dinosaurio salio del huevo, que Pequeño Grunt trajo a casa para senar, Mama y Papa Grunt lo dejaron quedarse con el hasta que crece muy grande para la cueva.

Joyce, William. *Dinosaurio Bob y sus Aventuras con la Familia Lazardo.*
Meintras vacacionavan en Africa, la Familia Lazardo buscan y lo traeron de regreso a America un dinosaurio amistoso.

Morgan, Michaela. *Storia de Dinosaurios.*
Andrew pide por un dinosaurio verdadero para su compleaño y consigue mas que esperara.

Most, Bernard. *Si el Dinosaurio Regresara.*
Un niño joven que desea pare el regreso de los dinosaurios y se imagine que util podrian aser.

Mullins, Patricia. *Repeticion de Dinosaurios.*
Hojas que doblan para afuera descubren comparaciones entre varias dinosaurios y animales familiares que viven hoy

Murphy, Jim. *El Ultimo Dinosaurios.*
Depica que vitalico podria ser para el ultimo dinosaurio en el mundo.

Schwartz, Henry. *Como Capture un Dinosaurio.*
Liz, que es fascinada por los dinosaurios, busca uno en viajo de campo y lo trae a casa para vivir con ella.

Talbott, Hudson. *¡Ya Regresamos! Una Cuento de Dinosaurios.*
Creaturas preshistórico viajen en tiempo para al centura vegismo y revolver excitacion en el Museo de Historia Natural.

Poema de Tabla Flanela

Dinosaurios

Provisionarios requisito: Tabla de flanela
Cinco dinosaurios (echos de fieltro
o con tira de fieltro atras de cada uno)
Poema, "Dinosaurios"

Direcciónes:

Empieza el cuento con cinco dinosaurios en la tabla fieltro. Recita la poema, quitando un dinosaurio cada tiempo Los niños decean jugar en contando los dinosaurios sobvantes al final de cada versa.

Cinco dinosaurios enormes
Saltando un rugido —
Uno se fue, y
Luego quedaron cuatro.

Cuatro dinosaurios enormes
Caydeno de un arbol —
no se fue, y
Luego quedaron tres.

Tres dinosaurios enormes
Comiendo estafado de tigre —
Uno se fue, y
Luego quedaron dos.

Dos dinosaurios enorme
Tratando de corer —
Uno se escapo, y
Luego quedo uno.

Un dinosaurio ernorme
Tener miedo deser un heroe —
El se fue, y
Luego ya no habia.

Juego de Parejas: ¿Que Comieron?

Provisionarios requisitas: Tabla de flanela
Cosas de fieltro: Dinosaurios
Planta alta / Arbol
Planta chica / arbusto
Bistek
Pescado

Direcciónes: Presenta el juego de parejas a los niños, explicando que diferente dinosaurios comian diferentes tipos de comida. Ponge las plantas, bistek y pescado en un columna en la tabla de flanela, pregantando a los niños que identifiquen cada uno. Enseñales los dinosaurios, uno cada tiempo, y preguntantes si saben que comieron cada uno. Usta va a tener que ayudar los niños a destinguir entre los dinosaurios que comian plantas (unos puedian comer alta vegetacion, mi entras otros comian plantas chicas). Cuando parejas todos los dinosaurios, rechizen los conjenturas con las respuestas de abajo.

Respuestas

Dinosaurios que comian plantas chicas:
STEGOSAURUS
TRICERATOPS

Dinosaurios que comian plantas altas:
APATOSAURUS
PLATEOSAURUS

Dinosaurios que comian carne:
TYRANNOSAURUS
ALLOSAURUS

Dinosaurios que comian pescado:
PTERANODON
ARCHELON

Actividades

Cancion: Dinosaurios

(Una cancion para: *Oh, Mi Querida, Clementina)*

Los grande dinosaurios, los grande dinosaurios,
Viviendo hase mucho.
Unos les gustaban la tierra y otros le gustaban el agua,
Unos volaban en el aire.

Los grande dinosaurios, los grande dinosaurios,
Viviendo hase mucho.
Unos tenian cuernos y unos tenian picos,
Unos tenian alás de murcielago.

Los grande dinosaurios, los grande dinosaurios,
Viviendo hase mucho.
Unos comian plantas y otros comian carne,
Pero ahore, ya no hoy.

Book Bingo

Children like bingo, and it can be a great way to familiarize them with titles, authors, and illustrators. The activity can certainly be varied in numerous ways for the library. Make BINGO cards, and always laminate them so you will get more use out of them. Label the columns MYSTERY, PICTURE BOOK, FICTION, NONFICTION, BIOGRAPHY, AUTHOR, etc. Assemble a list of at least 10 to 12 or more answers in each classification. Write in the titles or names on the cards various orders.

To play the game, you call the names or titles instead of numbers in random order. Prizes can be given. You may use fewer columns such as book characters, titles, and authors for the lower grades to simplify the game.

A sample BINGO card is shown on the next page.

Title	Character	Author	Title	Character
Jennie's Hat	Lucille	Ezra Jack Keats	**Quito Express**	Chester
Madeline	Petunia	Virginia Burton	**Chanticleer the Fox**	Veronica
Anansi the Spider	Anatole	Roger Duvoisin	**The Snowy Day**	Federick
Blueberries For Sal	Mike Mulligan	Marie Hall Ets	**In the Forest**	Little Bear
Maggie the Pirate	Horton	Dr. Seuss	**And to Think That I Saw It On Mulberry Street**	Crocus
One Fine Day	Jasmine	Majorie Flack	**Angus Lost**	Beppolino
The Little House	Sam	Bettina	**No, Agatha**	Bangs
Andy and the Lion	Max	Beatrix Potter	**Hi, Cat**	George and Martha
The Little Island	Oliver	Don Freeman	**The Mighty Hunter**	Obadiah
Mine	Peter	Rachel Isadora	**Milton the Early Riser**	Willie

Summer Reading for Young Adults

Young adults, ages 12-18, or in grades 7-12, are generally not included in youth summer reading programs unless they participate with the younger age group. Adolescents often lose interest in reading and library use if they are not encouraged as they move away from the Children's Room. They need a special reading program specifically geared toward teen interests that will promote reading and get them to use the library on their own. Many libraries have had successful programs for this age group judging by positive feedback from Arizona libraries that have done programs and by articles appearing in professional literature. (See bibliography for a selected list.)

I. **General Goals and Objectives**

  A. To promote reading and library use among teens by
    1. offering incentives.
    2. providing programs for fun and information.
    3. creating booklists and bibliographies of interest.

  B. To increase young adult participation in the library by:
    1. offering volunteer opportunities to work in the library.
    2. asking teens to help in the planning and production of programs and activities for their peers.

II **Establishing a Young Adult Programs**

  A. Establish a Theme
    1. Must be appropriate to the age group. Talk to teens themselves and be conscious of current trends in selecting a theme. Read current teen magazines to gather ideas.
    2. It is preferable to coordinate the teen theme with the juvenile theme, if possible,

  B. Design a Program
    1. Devise a procedure and rules to log reading by:
      a. Pages read
      b. Minutes read
      c. Book reviews (entered onto computer or kept in file for peer reader advisory).
      d. Other; use your imagination!

    2. Decide upon appropriate incentives for teens.
      a. Fast food coupons.
      b. Theme park passes.
      c. Record, video, bookstore gift certificates.
      d. Shopping mall gift certificates.
      e. Bowling, batting, video arcade, skating passes.
      f. Clothing and jewelry.
      g. Hair care salons.
      h. Books and posters.

    3. Decide how purchased or donated incentives will be given out:
      a. Upon registering.
      b. As they turn in reading logs.
      c. Weekly drawings.

- d. Grand prize drawing.
- e. Some/all of the above.

4. Activities:
    - a. Must be appropriate to the age level.
    - b. Possible choices:
        - Babysitting workshop
        - College Financial Aid
        - SAT Preparatory Workshop
        - Sexuality information for parents and teens
        - Junior High preparation/introduction
        - Science fiction/fantasy illustration
        - Role playing games or events: medieval crafts, costumes, swordplay
        - Contests/puzzles that tie into theme.
        - Cartooning
        - T-shirt design
        - Art shows
        - Career exploration
        - Creative writing
        - Grooming and fashion
        - Calligraphy
        - Sign language
        - Talent shows
        - Baseball card collecting

III Budget

A. Locate Sponsors to help with funding:
1. Friends of the Library
2. Corporations and community businesses
3. Grants
4. Library budget
5. Combination of above

B. Minimize Expenditures
1. Incentives
    - a. Ask businesses to sponsor the program by giving coupons, gift certificates, or merchandise.
        - a1. Local businesses are usually more responsive than large national chains.
        - a2. Start early - sometimes it takes afew months to get a response.
        - a3. Donations should be acknowledged in publicity wherever possible.
        - a4. Consider sending a token of the program with your thank-you. (Mesa Public Library sent a decal saying "We Support Reading at Mesa Public Library.")
    - b. If library policy permits, you can also purchase incentives.

2. Printing
    - a. Check with printers or newspapers willing to print for little or no fee.

3. Staff
    - a. Hire temporary staff if funds are available.
    - b. Use teen volunteers to administer program.

IV. **Publicity**

A. The program must be promoted primarily to teens. Some suggestions:
   1. Booktalks in middle, junior, and senior high schools.
   2. Newspaper, radio, and television announcements. Contact school newspapers in early spring. Call favorite teen radio stations.
   3. Cable television bulletin boards.
   4. Community bulletin boards.
   5. PA announcements in schools.
   6. Displays, posters, and flyers in the school libraries.
   7. Inserts in community mailings.

B. The program must also be promoted to parents

LEAP ACROSS TIME!!
1993 Young Adult Reading Program for Grades 7-12

•START AT THE TOP•

Name ____________________ Phone # ____________________
Please print clearly! TCBY (Kiddie cup yogurt)#1

✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧

Name ____________________ Phone # ____________________
Please print clearly! Whataburger (French fries)#2

✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧

Name ____________________ Phone # ____________________
Please print clearly! McDonald's (Hamburger or yogurt cone)#3

✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧

Name ____________________ Phone # ____________________
Please print clearly! Chick-fil-A (Sample size chicken nuggets)#4

✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧

Name ____________________ Phone # ____________________
Please print clearly! Cerreta Candy (Sweet treat)#5

✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧

Name ____________________ Phone # ____________________
Please print clearly! Baskin Robbins (Kid's single scoop cone)#6

✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧ ✧

Name ____________________ Phone # ____________________
Please print clearly! Get A Burger (Small drink)#7

Starting at the *top* of this page, mark one G for each 30 minutes you read. 240 minutes=1 coupon and a chance in the prize drawing.
You may only join one time!

GLENDALE PUBLIC LIBRARIES

Glendale Main Library
5959 W. Brown St.
435-4947

Teague Branch
7010 N. 58th Ave.
435-4847

Cheap Thrills

Registration Form

(you may only register once.) ☐

Name____________________

Address____________________

City______________ Zip ________

Phone______________

Grade____ School_______________

Directions for Cheap Thrills Reading Log: ☐

Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (four hours). Bring your completed weekly section (all boxes filled in or checked off) to the library *before 2 p.m. Friday* to qualify for the drawing and to get coupons for free activities/food/giveaways.

You will receive only one reading log. Please use the same one throughout the eight weeks of the summer reading program.

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 7

July 17-July 23

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 8

July 24-July 30

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 5

July 3-July 9

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 6

July 10-July 16

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 3

June 19-June 25

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 4

June 26-July 2

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 1

Cheap Thrills

Mesa Public Library
Summer Reading Program

☐☐☐☐☐☐☐☐

Name____________________

Phone ____________________

Week 2

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CheapThrills Rules

- For ages 12-18 or grades 7-12
- Program will run for eight weeks, from June 5, 1993 (first day for registration) to July 31, 1993. Last day to register is July 24
- Reading time can be counted only after you register
- You may register only one time and will receive one reading log with eight tear-off sections for each week of the program
- Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (4 hours)
- Bring your completed—all boxes filled in or checked off—weekly section to the library to get a coupon for free activities/food/giveaways and for a chance at the weekly drawing(s)
- Weekly drawings take place on Fridays. You don't need to be present to win, however that week's section of the reading log must be brought into the library by 2 p.m. Friday to qualify for that week's drawing
- All non-winning reading log sections are automatically entered in the grand prize drawing
- Grand prize drawing will take place Saturday, July 31, 1993 at 2 p.m.
- All prizes must be picked up by August 14, 1993

Free Stuff To Do at the Main Library-644-2734

Blazing Pencils! Creative Writing Course

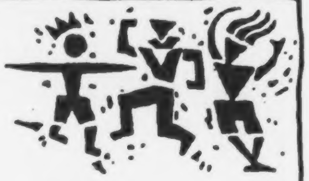
Presented by author/teacher
Faith Risolo-Umlauf
June 19, June 26, August 7
1-4 p.m. each day
Ocotillo Room
Registration begins June 12. Please plan to attend all three sessions.

Minding the Kids

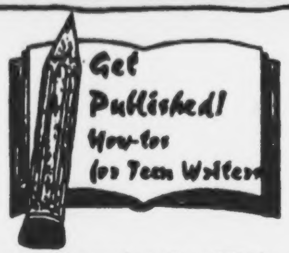
A Red-Cross Certified Babysitting Course

June 28 & 29
July 19 & 20
1-5 p.m.
Ocotillo Room
Registration begins June 21 for June course, July 12 for July course.

Fresh Rap! Lip Sync Contest



July 10
2-4 p.m.
Saguaro Room
Entry forms available June 30 (must be turned in by July 7) Prizes will be awarded for best of contest.



Get Published!

How-to for Teen Writers

Presented by author Gene Williams
July 17
1-4 p.m.
Ocotillo Room
Registration begins July 9.

Looking Good

—Grooming —Hair —Skin for Guys & Girls

Presented by Ronda Kunau
Independent Beauty Consultant, Mary Kay Cosmetics
August 10
2-4 p.m.
Saguaro Room
Registration begins August 3.

Junior High Jitters

Getting Ready for the Junior High Experience

August 24
10 a.m.-12:30 p.m.
Saguaro Room
Registration begins August 17
Refreshments will be served

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Ongoing Activities...

Pen-Pals

Summer is a great time to make a new pen-pal friend. Form is available at the Young Adult Service Desk

Chess

Tuesdays at 6:30 p.m. in the Young Adult Activity Room. All ages welcome.

Young Adult Advisory Council

Teen book review and volunteer group.

E.T. Magazine

An annual science fiction/fantasy/horror magazine published by the library's Young Adult Department. If you are interested in submitting stories, essays, poetry, and/or artwork, ask at the Young Adult Service Desk for more information

Also...

Be sure to check out the Cheap Thrills summer reading list.

Thanks to...

Off the Bench
Just imagine...
Fair Lanes
Blimpie
Aladdin's Castle
Big Surf Sunsplash Waterworld
Chick-fil-A
Little Caesars Pizza
The Body Shop
Bubbles of Joy
Miller's Outpost
Wendy's
Fiesta Mall
Carlmar
Taco Bell
Blockbuster Video
Superstition Springs Center
etcetera
Bookstar
The Complete Discount Bookstore
Domino's Pizza

For the first time at Mesa Public Library!

Cheap Thrills

Summer Reading for ages 12-18
(grades 7-12)

- Earn coupons for free things to eat and do!
- Chances to win weekly drawings!
- A chance at the Grand Prize! A CD/Cassette Player!

Registration begins June 5!

Main Library
64 E. 1st St.
644-2734

Dobson Ranch Branch
2425 S. Dobson Rd.
644-3441

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Leap Across Time!

Glendale Public Library/Velma Teague Branch

Young Adult Summer Reading Program for Grades 7-12

Leap Across Time! this summer and read for fun. Join the Glendale Public Library Young Adult Summer Reading Program and earn coupons for seven free things to eat, plus several chances at prizes--all for reading only four hours per coupon!

What to Do

- Sign up for a reading record in the Youth Department at either the Glendale Main Library or the Teague Branch. You may join only once.
- Complete each section (from top to bottom) by reading the required time. Each box represents 30 minutes.
- Bring the record back to the Youth Desk at either the Main Library or Teague Branch to receive your coupons and to enter the weekly drawings.
- Leap Across Time! begins May 24 and ends July 31. (Coupons may be collected until August 23.) The Saturday 9 a.m. drawings will be held in the Young Adult paperback area of the Main Library and begin June 12. Entries turned in to the Teague Branch must be submitted by noon Friday to be in the next day's drawing. Winners will be notified by phone and their names posted.
- The Grand Prize drawing for a portable compact disc player will be at 9 a.m. on July 31. All non-winning entries from previous drawings are automatically included in the final drawing.
- All prizes and coupons must be collected by August 23. ID must be shown to pick up prizes.

Prizes Donated By

Whataburger
Phoenix metro area

Mardy's Wienermobile
in front of the Main Library

The Bike Shop
4221 W. Camelback Rd.

Primo Pizza
6611 W. Peoria Ave.

Whatever
Metrocenter

Paesano
4356 W. Thunderbird Rd.

Brooklyn Paulie's Sports Emporium
9027 N. 51st Ave.

Pizza Old Roma & Subs
5740 W. Glendale Ave.

Phoenix Suns

Leap Across Time! food coupons are sponsored by

TCBY
Whataburger
McDonald's
Chick-fil-A
Cerreta Candy
Baskin Robbins
Get A Burger

Join IMPACT!

Be a published reviewer of books, music, movies, Nintendo games, and events. IMPACT meets the second Saturday of the month at 2 p.m. at the Main Library for fun, food, friends and a chance to see what everyone is reading and doing! Open only to students in grades 7-12. Call 435-4947 for more information. IMPACT dates this summer are June 12, July 10 and August 14.

Free Summer Programs for Teens at the Main Library

Concert: The Issue
(alternative rock)
May 26 7 p.m.

Yoga
June 22, 29, July 6, 13 10 a.m.-noon

Teen Rights
June 29 7 p.m.

Concert: Mark Andrew
(pop/rock balladeer)
June 30 7 p.m.

Creative Expressions
July 1, 8 7-8:30 p.m.

Comic Book Collecting
July 21 2 p.m.

Concert: Millennium
(heavy metal)
July 28 7 p.m.

Teen Scene: Makeup
August 3 7 p.m.

Teen Scene: Hairstyling
August 10 2 p.m.

Concert: Premonition
(heavy metal)
August 25 7 p.m.

Call 435-4947 to register for classes or to arrange special accommodations. For the hearing-impaired, the T.D.D. # is 931-5534. No R.S.V.P. is necessary for the concerts.

Junior High
Summer Reading Program
Book Review Form

Title of Book ______________________________

Author ______________ Type of Book __________

Your Name: ______________ School: ____________

*Rating of book from 1- 4 ________

*1=Great; 2=Good; 3=Just Okay; 4=The Pits

Write a book review of between 25-50 words below, including main character names, setting, basic plot, AND YOUR OPINION! Please feel free to use the back of this form. *Remember, your friends may be reading this!)*

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Junior High
Summer Reading Pr
Book Review Fo

Title of Book ____________________

Author ______________ Type of Boo

Your Name: ______________ School:

*Rating of book from 1- 4 ________

*1=Great; 2=Good; 3=Just Okay;

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Summer Reading Program

June - July 1993

The Summer Reading Program (SRP) encourages youth, infants through junior high age, to continue and improve their reading skills. Volunteers will assist with sign-up, programs and other tasks assigned by the supervisor. Volunteers will be expected to work at least one two-hour shift every week.

Volunteers must have completed sixth grade by May 31, 1993 and must attend one of the four orientations meetings on either Monday, May 24th, or Tuesday, May 25th, at 4:00 pm or 7:00 pm.

Applications are available at the Youth Library reference desk. They must be filled out and signed. Once they are returned, you will be sent a letter stating the times for the orientation sessions. An interview will be scheduled if you have NOT volunteered for SRP before but ALL volunteers must fill out an application and attend an orientation session before thry will be scheduled to work.

That's the Ticket!

This ticket entitles one (1) Tempe Public Library
Summer Reading Participant entrance to the
Reader's Theater 'Games'
This is a special program intended for sixth grade and up.
Younger children will not be allowed.
'Games' will feature excerpts from Junior High materials.
Tuesday June 22, 1993 at 2:00
In the Program Room located in the lower level

That's the Ticket!

Insert after **p. 114** in your manual

Samples of Flyers,
Rule Booklet (4 fold)
and
Ticket for Weekly Prize Drawing
produced by Mesa Public Library

submitted by Diane Tuccillo

Summer Activities for Teens

Register for
Get a Clue at the Library
Summer Reading Program
starting Saturday, June 4

MN=Main Library
DR=Dobson Ranch Branch **EM**=East Mesa Branch

Shape Down for Teens*
Monday, June 6. 2-4 p.m. **MN**

Sporting Cards Workshop: How-Tos for Collectors & Traders
Wednesday, June 8. 10 a.m.-Noon. **DR**
Friday, June 10. 2-4 p.m. **MN**

4-H Certified Babysitting Workshops*
Thursday & Friday, June 16 & 17. 1-5 p.m. each day. **MN**
Saturday, June 18. 9:30 a.m.-5:30 p.m. **DR**
Saturday, July 9. 9 a.m.-5 p.m. **EM**
Thursday & Friday, July 14 & 15. 1-5 p.m. each day. **MN**

Origami Workshops*
Thursday, July 7. 10 a.m.-Noon. **DR**
12:30-3 p.m. **MN**

Best Foot Forward*
(grooming, skin & hair care, make-up techniques)
Wednesday, July 27. 10 a.m.-Noon. **DR**
Tuesday, August 9. 2-4 p.m. **MN**
Saturday, August 13. 10 a.m.-Noon. **EM**

SAT I Sample Test (The New Scholastic Aptitude Test)
Call ahead to register for these workshops-Princeton Review 967-1480
Tuesday, August 2. 12:30-4:30 p.m. **MN**
Workshop and Test Follow-Up
Thursday, August 11. 2-3:30 p.m. **MN**

Junior High Jitters* for new 7th graders
Tuesday, August 16. 10 a.m.-12:30 p.m. **MN**
Also be sure to check out the library's
- **Chess Club (MN)**
- **Young Adult Advisory Council (MN, DR, EM)**
- **Pen Pal Program (MN, DR, EM)**

** Register for these programs one week ahead*

Mesa Public Libraries
Main Library • 64 E. 1st Street • 644-2734
Dobson Ranch Branch • 2425 S. Dobson • 644-3441
East Mesa Branch • 7302 E. Main • 644-3184

Summer Activities for Teens

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Get a Clue at the Library
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East Mesa Branch • 7302 E. Main • 644-3184

BEST COPY AVAILABLE

Get a Clue at the Library

Rules

- For ages 12-18 or grades 7-12.
- Program will run for eight weeks, from Saturday, June 4, 1994 (first day for registration) to Saturday, July 30, 1994. Last day to register is Saturday, July 23.
- Reading time can be counted only after you register.
- You may register only one time and receive one reading log with eight sections for each week of the program.
- Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (4 hours).
- At least 4 hours of reading is required for each week of the program.
- Bring your completed—all boxes filled in or checked off—weekly section to the library to get a coupon for free activities/food/giveaways and for a chance at the weekly drawing(s).
- Weekly drawings take place on Saturdays. You don't need to be present to win, however that week's section of the reading log must be brought into the library by 2 p.m. Saturday to qualify for that week's drawing.
  ***NOTE:** Due to holiday hours Independence Day weekend (closed July 2-4), the drawing will take place on **Friday, July 1.** Logs must be in by 2 p.m. that day.*
- All non-winning reading log sections are automatically entered in the grand prize drawing.
- Grand prize drawings will take place Saturday, July 30, 1994 at 2 p.m.
- If you complete all eight weeks of the Summer Reading Program you will be eligible for a special prize.
- All prizes must be picked up by August 13, 1994.

Get a Clue at the Library

Rules

- For ages 12-18 or grades 7-12.
- Program will run for eight weeks, from Saturday, June 4, 1994 (first day for registration) to Saturday, July 30, 1994. Last day to register is Saturday, July 23.
- Reading time can be counted only after you register.
- You may register only one time and receive one reading log with eight sections for each week of the program.
- Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (4 hours).
- At least 4 hours of reading is required for each week of the program.
- Bring your completed—all boxes filled in or checked off—weekly section to the library to get a coupon for free activities/food/giveaways and for a chance at the weekly drawing(s).
- Weekly drawings take place on Saturdays. You don't need to be present to win, however that week's section of the reading log must be brought into the library by 2 p.m. Saturday to qualify for that week's drawing.
  ***NOTE:** Due to holiday hours Independence Day weekend (closed July 2-4), the drawing will take place on **Friday, July 1.** Logs must be in by 2 p.m. that day.*
- All non-winning reading log sections are automatically entered in the grand prize drawing.
- Grand prize drawings will take place Saturday, July 30, 1994 at 2 p.m.
- If you complete all eight weeks of the Summer Reading Program you will be eligible for a special prize.
- All prizes must be picked up by August 13, 1994.

Directions for **Get a Clue at the Library** Reading Log:

Check off or darken each box as you complete 30 minutes of reading. Each week's section has eight boxes totalling 240 minutes (four hours). Bring your completed weekly section (all boxes filled in or checked off) to the library ***before 2 p.m. Saturday*** to qualify for the drawing and to get coupons for free activities/food/giveaways.

You will receive only one reading log. Please use the same one throughout the eight weeks of the summer reading program.

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Registration Form
(you may register only once)

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Get a Clue at the Library

Mesa Public Library
Young Adult Summer Reading Program

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Name______________________________
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Week 1
June 4-June 10

Get a Clue at the Library

Mesa Public Library
Young Adult Summer Reading Program

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Week 1
June 4-June 10

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Week 2
June 11-June 17

Get a Clue at the Library

Mesa Public Library
Young Adult Summer Reading Program

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Week 2
June 11-June 17

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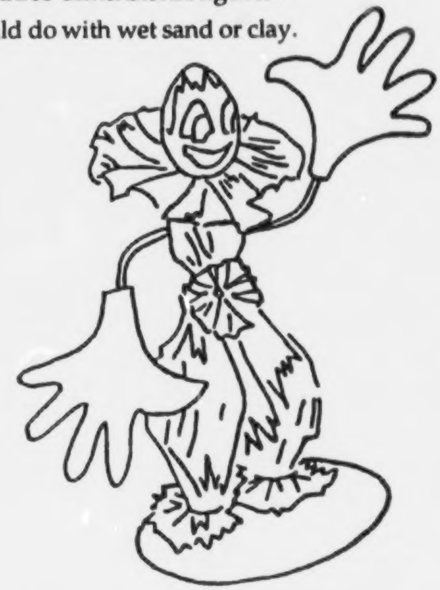
Aluminum Foil Modeling

The simplicity of working with aluminum foil, along with its adaptability provides unlimited possibilities for extending the imagination of youngsters in building their own three-dimensional figures.

To do this craft simply take a sheet of foil and model it as you would do with wet sand or clay.

Aluminum Foil Clown



Materials needed:

- Artist's brush
- Aluminum foil
- Paints or markers (if desired)
- Pencil
- Pipe cleaners (if desired)
- Rubber Cement
- Scissors
- String or ribbon (if desired)

Procedure:

1. To construct a clown: wad and roll aluminum foil.

2. With scissors cut up the center to form legs.

3 With colored ribbon or string tie at the ankles, waist, and neck. To form a large collar cut an extra sheet of aluminum foil and rubber-cement around the neck.

4. To form hands, rubber-cement two thicknesses of foil together and cut out hands. With pencil make hole through figure at shoulder line, place pipe cleaner in the hole, and on each end of pipe cleaner attach hands with rubber cement.

5. Using a small artist's brush and paint, or permanent markers, paint features of clown.

Plaster of Paris Pins

Materials needed:

- Artist's brush
- Crayons and/or markers
- Knife (optional)
- Mixing container (paper cup or tin can)
- Plaster of Paris
- Safety pin
- Shellac or spray sealer
- Tempera paints
- Water
- Wax paper

Procedure:

1. Pour one-half cup of water into mixing container, slowly add plaster of Paris until water no longer absorbs plaster. Stir until the consistency of whipped cream.

2. Continue making these forms until plaster is consumed. Each form will vary in size and design..

3 Paint with tempera as the forms suggest: animals, birds, or faces.

4. When paint is dry, coat surface with thin coat of white shellac or spray with sealer.

5. When dry, remove from wax paper and with a knife cut a groove in back of plaster form.

6. Set the back of a safety pin in this groove and glue. If you watch carefully, you can stick the back of the safety pin in the plaster as it gets thicker and starts to set, but it does not have the flexibility of the pin in the glue.

Spatter Prints

Materials needed:

- construction paper
- small piece of wire screening
- stencil brush or discarded tooth brush
- tempera paint
- tree or plant leaf

Procedure:

1. Place leaf or leaves (more than one can be used at the same time) flat on a piece of construction paper.

2. Hold piece of wire screening about six inches above leaf and with a small amount of tempera paint on brush paint over screen.

3. As the bristles of the brush snap from wire to wire on screen, small specks of paint will be thrown on exposed portions of the construction paper, forming a leaf design.

4. Remove leaf or leaves and use designed paper as desired. Other designs can be "created" by cutting out form from construction paper. These forms can be used in the place of leaves.

Pinwheels

Materials needed:

- construction paper
- hole punch
- pencil
- ruler
- scissors
- small bead
- straight pins
- 1/2 inch dowel

Procedure:

1. With pencil and ruler, draw a seven-inch square on construction paper. In this square draw two diagonals. Cut out square.

2. Cut from each corner along the diagonal a distance of three inches. Punch a small hole one-half inch in from the edges of each of the right hand angles of the four triangles created by the diagonals.

3. Moving about the square in a clockwise direction, lift the corner of each triangle that has been punched toward the center of the square: insert a straight pin through the four holes.

4. This pin is then forced through the center of the square and a small bead is threaded on the back of the pin. The pin is gently forced into a dowel or stick.

Paper Bag Puppets

Materials needed:

- construction paper
- number two paper bags
- pencil
- rubber cement
- ruler
- scissors
- several sheets of newspaper
- string

Procedure:

1. Wad up several sheets of newspaper and stuff in paper bag until bag is three-quarters full. Draw open ends of bag together and tie with string.

2. To construct the arms, cut four strips of construction paper five-eighths by 18 inches long. Overlap and cement at right angles to each other the ends of two of these strips. Apply a thin coat of rubber cement to each surface to be joined. Permit both surfaces to dry, then bring these surfaces in contact with each other; lightly press the cemented joints.

3. Place joined pieces flat on table. Using the strip that is on the bottom of the overlap, bend at edge of top strip back and over itself and press flat against overlap. Take second strip and bend at edge of first strip back and over itself, and press flat against overlap.

4. Continue with alternate strips until entire length of construction paper is used. Cement last folds of paper together.

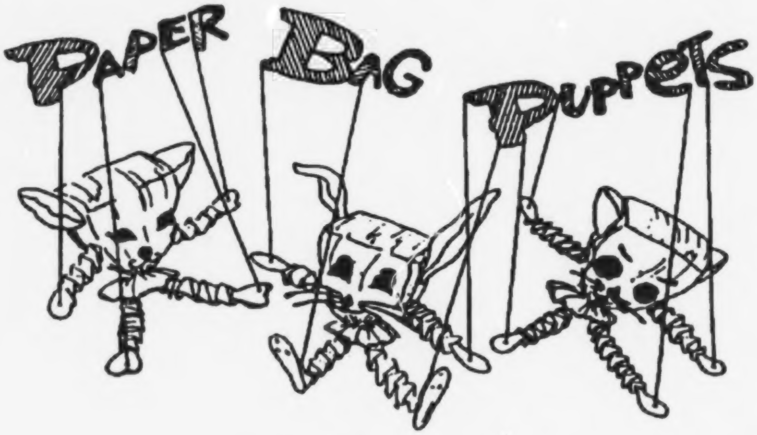
5 Construct other arm in same manner.

6. For legs, cut four strips of construction paper one inch wide and 18 inches long. Using two strips of paper for each leg construct the legs in the same manner as the arms.

7. Using construction paper cut out ears, eyes, nose, and mouth, and cement in their proper place on the stuffed paper bag.

8. On each side of the bag cement an arm. Spread out the surplus edges of the top of the bag to form a skirt, and under this skirt cement the two legs. Cut out construction paper hands and feet and cement in their proper positions.

9. Attach thin string to body of puppet behind each ear and/or attach strings to hands and feet.



Carnation Flowers

Materials needed:

- florist or 1/2" masking tape (if desired)
- Kleenex tissues
- pliers (if you use wire)
- powdered tempera
- safety pin (if desired)
- 24-gauge wire (or bobbie pins)

Procedure:

1 Fold one tissue in half in the opposite direction to the regular fold lines.

2. From one end of folded tissue to the other, make a series of accordion pleats about one-half inch wide. Press these pleats together.

3. Over the center place a bobbie pin or a piece of wire that has been bent in the shape of a hairpin. Twist ends together.

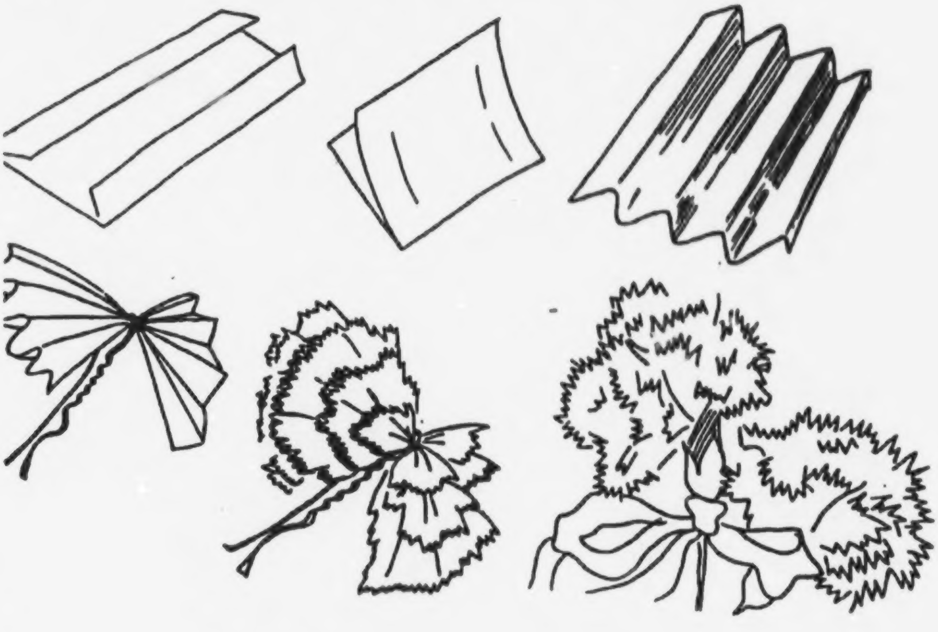
3. With fingers, tear three-quarters of an inch from each end and spread the ends.

4. Separate the top layer of the tissue and bring it up to the center.

5. Separate the second layer and bring it up toward the center but not as far as the first layer.

6. Separate third and fourth layers but do not bring up fourth layer.

7. Spread out a thin layer or DRY tempera powder on paper and gently rotate flower in powder in order to tint edges of tissue. Bobbie pin or wire stem can be taped with florist or masking tape. When taping, a safety pin can be secured to stem in order to secure carnation flower to clothing.



Plaster Sculpture

Materials needed:

- artist's brush
- fine sandpaper
- knife
- paper cup
- plaster of Paris
- shellac
- tempera paints
- water
- 1" paint brush

Procedure:

1. Using a paper cup or half-pint milk container, fill with water and pour into mixing container (tin cans work nicely) and slowly add plaster until water no longer absorbs the plaster; stir with stick.
2. Fill paper cup or half-pint milk container with mixture.
3. When outer surface of container becomes warm, carefully tear container from hardened plaster. Using knife carve desired form.
4. Lightly sandpaper the surface and paint if desired with tempera paints; permit to dry, then shellac, using long brush strokes.
5. Do not brush too much as the colors will run. Exercise a high degree of control over group as the cuttings from the plaster are difficult to remove, even with a scraping tool from floors and tables.

Driftwood

Materials needed:

- knife
- fine sandpaper
- flat oil paint
- 1" paint brush
- tubes of powdered metallic colors:
- aluminum
- copper
- green
- white shellac

Procedure:

1. Secure a piece of driftwood and place in sun to dry out.
2. When dry, scrape all loose particles from surface (wire brush works good).
3. Lightly sandpaper and apply a very thin coat of white paint. In the recessed areas of the wood apply a thin coat of black paint.
4. For applying both colors, use a stiff brush and do not attempt to completely cover the characteristics of the wood. Using your finger partially blend the white and black paint.
5. While the paint is still tacky, spread a small amount of powdered metallic color on a sheet of paper and dip the end of one finger into this color.
6. Transfer this color to the driftwood. Blend and highlight as desired.
7. Permit paint to dry and apply one coat of white shellac.

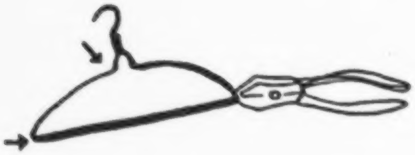
Wire and Raffia Figures

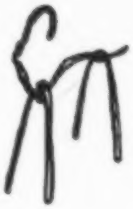
Materials needed:

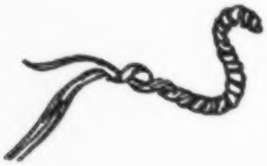
- cutting and slip joint pliers
- raffia or crepe paper
- rubber cement
- scissors
- wire coat hanger

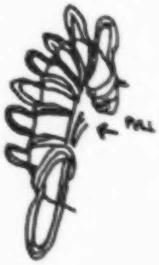
Procedure:

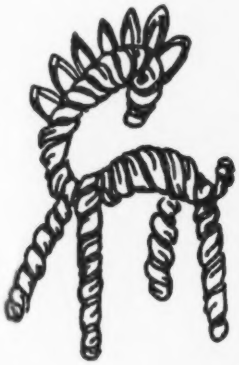
1. Using cutting pliers cut a wire coat hanger in the following places: at each end of the straight bottom piece; one side, at the point where the sides join to form the hook. This cutting results in three pieces of wire.
2. Using piece that has the hook on one end, shape to form the body of giraffe.
3. Cut longest remaining piece of wire in half. Each piece is bent in half and placed in the proper place over the body to form the legs.
4. Make one complete turn of each wire around the body and with the pliers squeeze tightly in place.
5. Using raffia or narrow strips of crepe paper completely wrap each wire. Ends of paper or raffia may be secured in place by rubber cement. In order to provide for additional thickness to appropriate portions of the figure, merely wrap with additional layers of raffia or crepe paper.
6. The mane of the giraffe is constructed by using a 24 inch length of raffia or one-quarter inch strip of crepe paper.
7. Rubber cement one end of strip on top of head and form one-inch high loop. Using second piece of raffia or one-quarter inch crepe paper strip, wrap loop in place. Continue making loops down neck of giraffe until 24-inch length is consumed.
8. Eyes can be cut from appropriately colored raffia or crepe paper and glued in place.











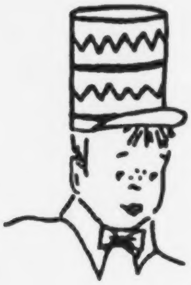
Party Hats

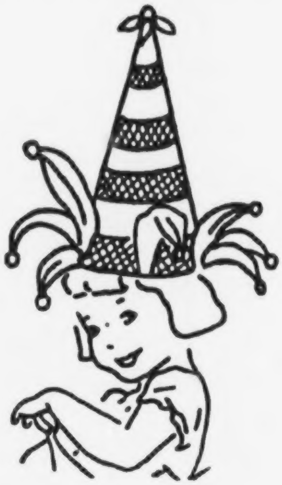
Materials needed:

- compass
- pencil
- ruler
- scissors

Procedure:

1. For a cylindrical hat use a strip of paper to measure the circumference of the youngster's head at the point where the hat is to fit. Add one-half inch to this measurement; determine the height of the hat.
2. On a piece of construction paper lay out the rectangle desired. Assuming the hat is to be 12 inches high and 18 inches in circumference, bring the short ends of the paper together and overlap one-half inch and cement with rubber cement.
3. On one end of the cylinder cut a series of V-cuts to a depth of three quarters of an inch and bend in the tabs toward the center of the cylinder.
4. Measure the diameter of the cylinder and with a compass construct a circle on construction paper. Cut the circle out with scissors and rubber cement to the tabs on top of the hat.
6. Design bill of hat and cut out of construction paper. Cut a series of V's in the bill at the point of attachment to body of hat, and rubber cement the tabs of bill to body of hat. Cement small piece of construction paper over V's of the bill.
7. Paint or decorate as desired.
8. For a cone shaped hat, construct a 15 inch square on construction paper.
9. With a compass, or piece of string attached to a pencil, and using one corner of the square as the center of the arc, construct an arc that intersects the adjacent corners of the square. Cut out with scissors.
10. Using the larger of the two pieces of construction paper, overlap and join with rubber cement the straight sides of the paper. Test the cone for size.
11. Cut in the form of leaves, pieces of construction paper and cement these to the hat.
12. Additional decoration employing tempera paint and construction paper may be used, taking into consideration the intent and purpose of the hat.





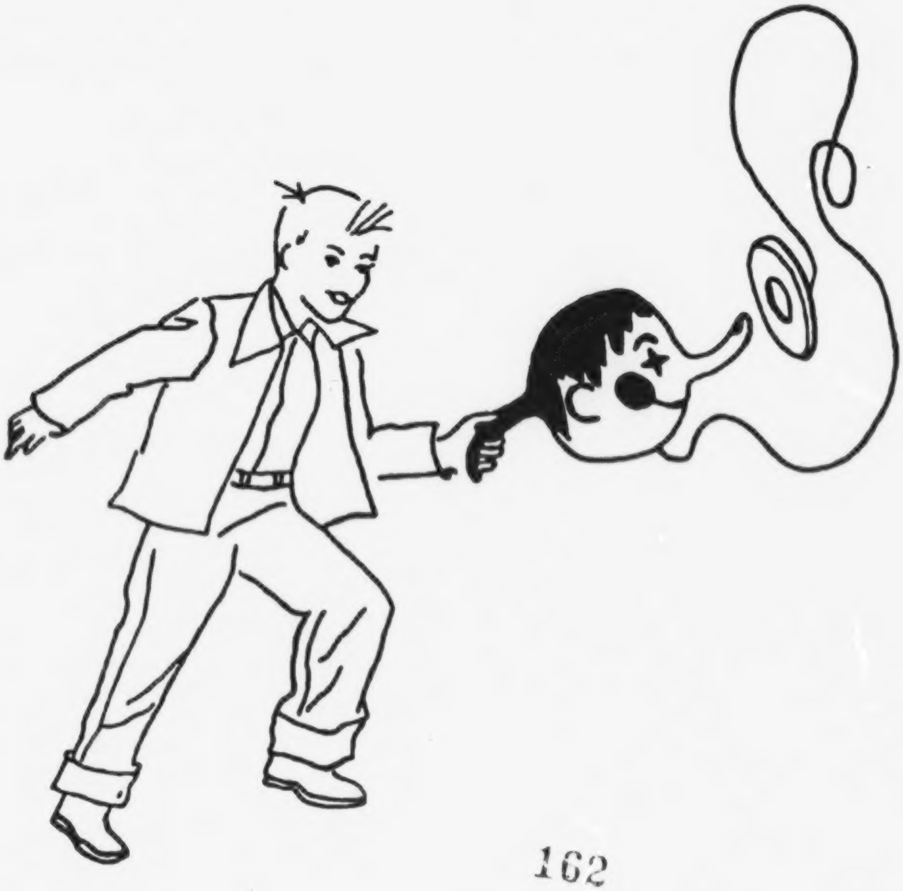
Ring Toss

Materials needed:

- cardboard or plywood
  (cardboard is more readily available)
- paint
- string

Procedure:

1. Cut the face of a clown or elephant or any critter that can have a long nose out of cardboard or plywood. (cardboard is more readily available).
2. Paint or color to your desires.
3. Cut the ring out of the same type of material. Make it large enough to go over the nose when tossed and caught on the nose.
4. Attach one end of a three foot string to edge of the ring and end of the nose.



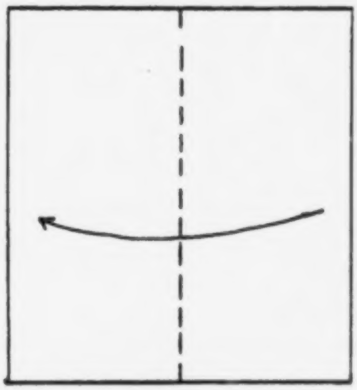
Lantern

Materials needed:

- construction paper, 9" x 12" or
- colorful page from a magazine
- stapler and staples or
- tape
- scissors

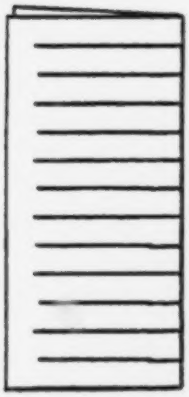
Procedure:

1.



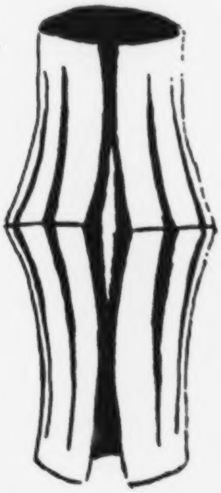
Fold this long side over to the other edge.

2.



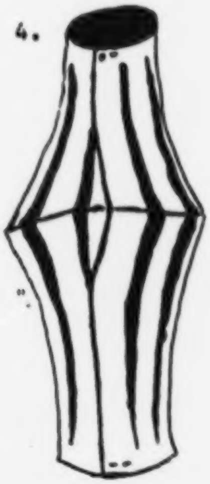
Make cuts from folded edge almost to the open side. Make cuts about 3/4" apart.

3.



Unfold paper and roll, overlapping edges. Staple or tape overlapped edges

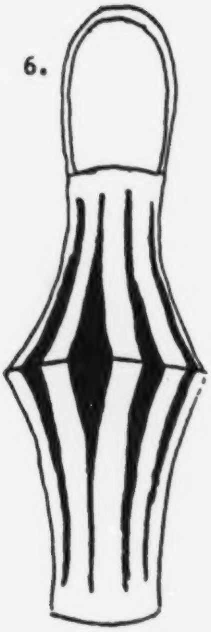
4.



5.

Cut strip of paper from another sheet about 3/4" by 11". Tape or staple to top edge for handle.

6.



VARIATIONS

Start with a very small piece of paper.
Start with a larger piece of paper.
Make cuts closer together or wider apart.
Use gift wrap paper.
fit lantern around a glass or jar to make a vase.
Make small lanterns from foil gift wrap and hang them on the Christmas tree.

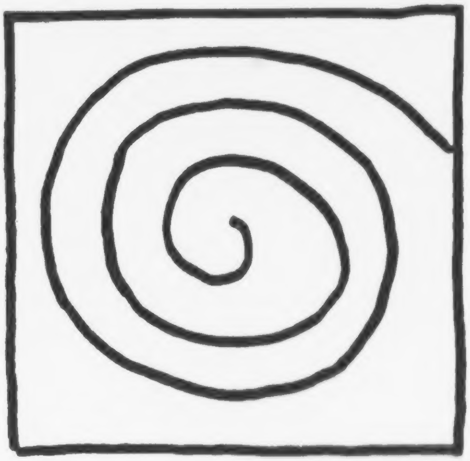
Spiral

Materials needed:

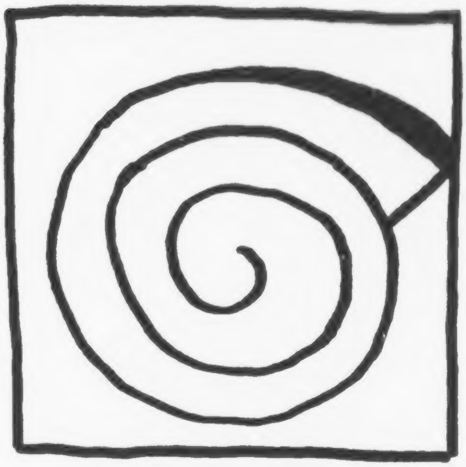
- a square piece of paper
- scissors
- thread (for mobile)

Procedure:

1. Cut a square piece of paper as shown in one line, going around and around with the scissors. If you like you can draw the line with a pencil first.

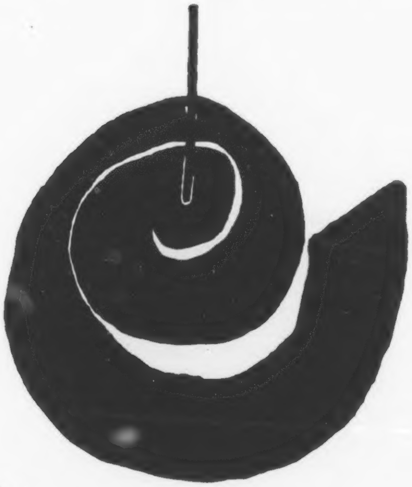


2. Make a cut to free the spiral from the square



What you can do with the spiral

Make a mobile by putting a string through the center.
Make a necklace. Put the outer edge of the spiral around your neck and let the center hang down the front.
Make two spirals of different colors and hang them up together. Make sure you can see both of them.
For a beautiful gift, use foil show card or Mylar, which you can buy in an art store.

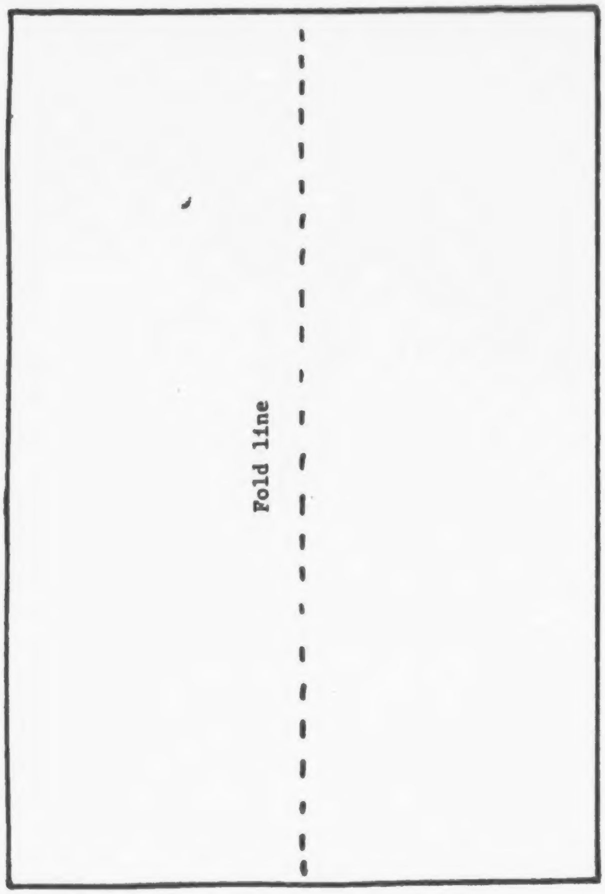


Owl

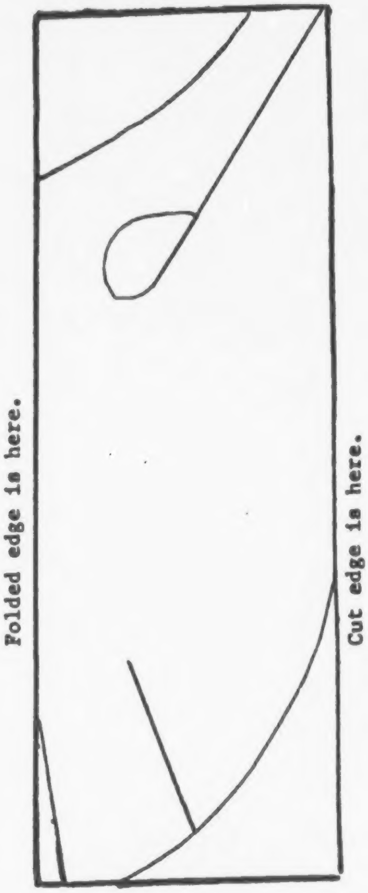
Materials needed:

- strong paper or
- thin cardboard the size of a postcard
- scissors

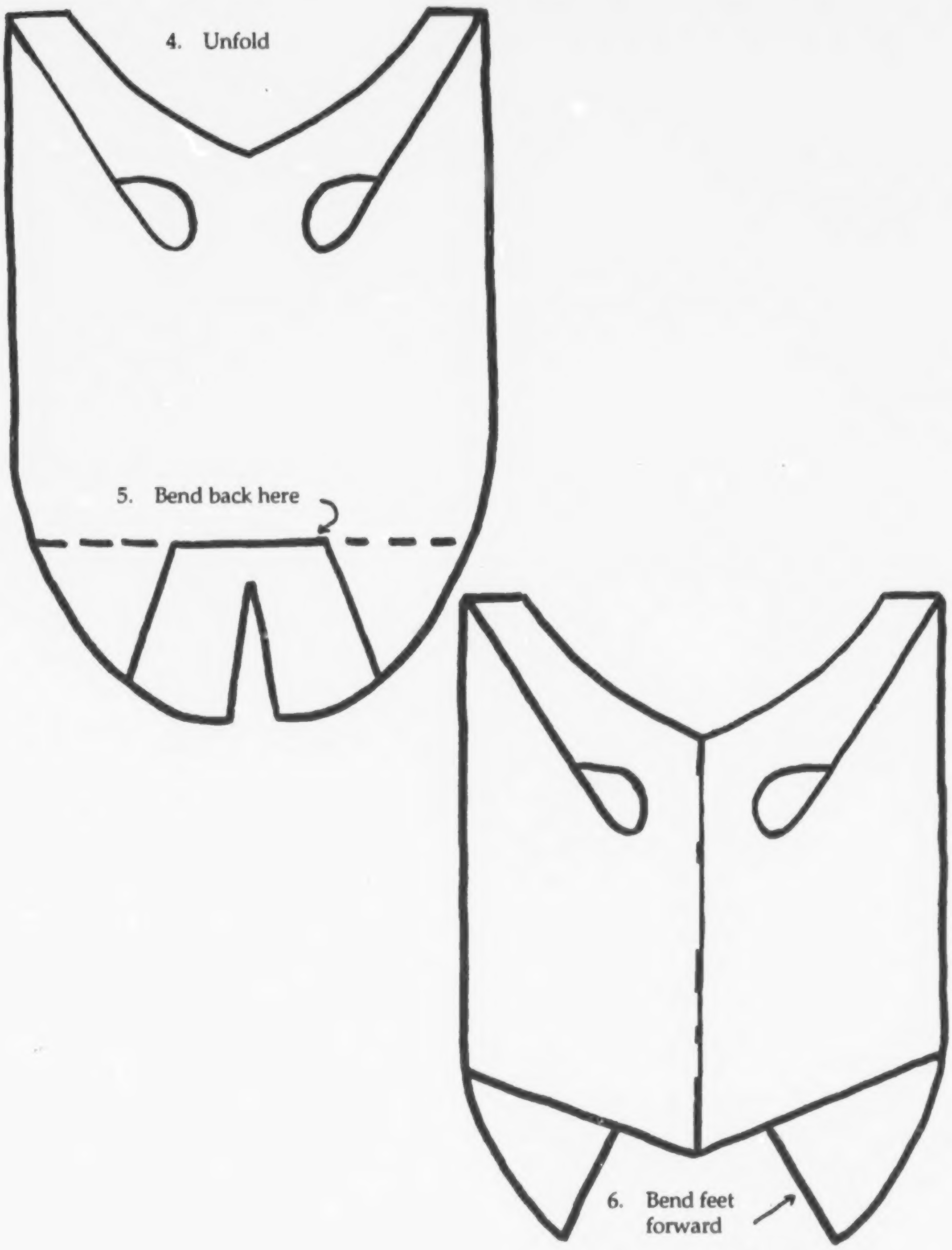
1. Fold in half lengthwise.



2. Draw shape against the folded edge


Folded edge is here.
Cut edge is here.

3. Cut on the lines



4. Unfold

5. Bend back here

6. Bend feet forward

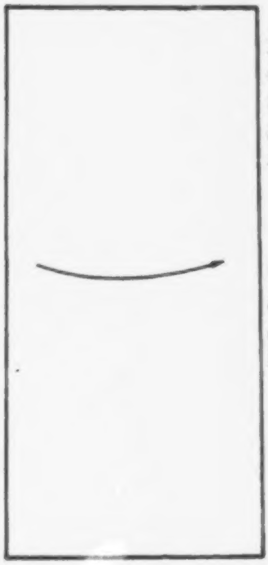
And here is your standup Owl

Stretch Paper[1]

Materials needed:

- a long piece of paper, any pretty color
- scissors

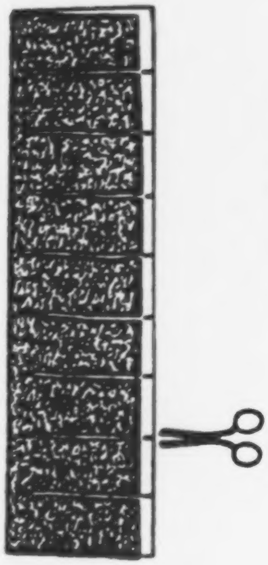
Tissue Flower[2]



1.
Fold the paper in half lengthwise.

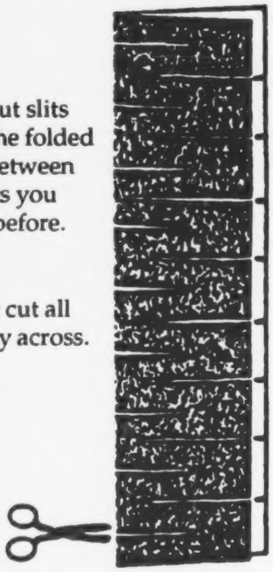
2.
Cut horizontal slits about 3/4" apart.

Do not cut all the way across to the fold.

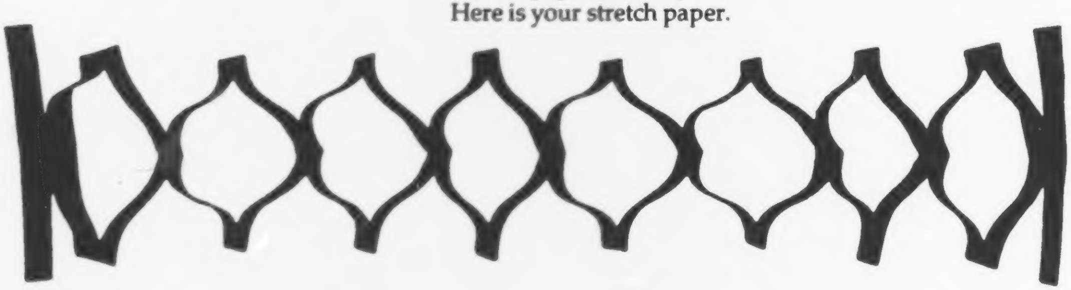


3.
Now cut slits from the folded edge between the cuts you made before.

Do not cut all the way across.



4.
Unfold paper carefully.
Here is your stretch paper.



5.
Use stretched paper to make long garlands, or make a Christmas tree decoration (Cellophane tape a small stone to the bottom so that it stays open. Attach string or tree hook to the top)

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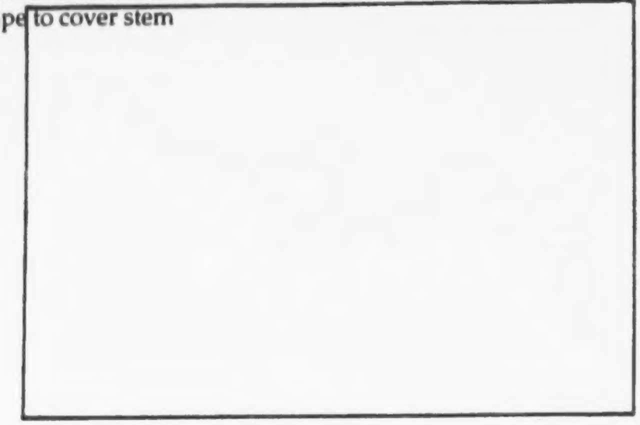
[1] *Paper Cutting* by Florence Temko. Illustrated by Steve Madison. Doubleday & Company, Garden City, New York

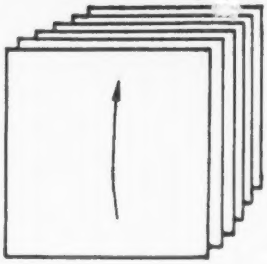
Materials needed:

- sheet of tissue paper 10" X 30"
- scissors
- stapler and staples
- strong piece of wire or dowel stick for stem
- floral tape to cover stem

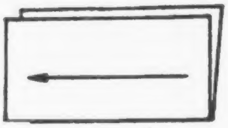


1. Cut tissue paper into six 10" squares

2. Put six squares in a stack

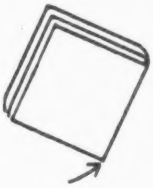


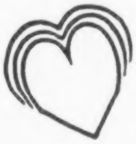
3. Fold them in half,



4. and in half again in the other direction, to make a smaller square

5. Draw on heart-shaped petals, with the point of the heart located where the tissue square is folded





6. Cut out on line, through all layers.

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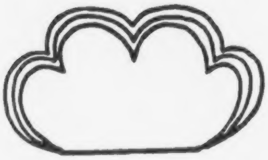
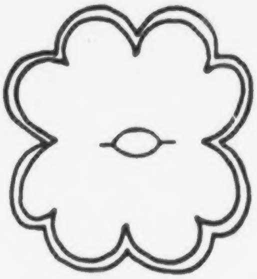
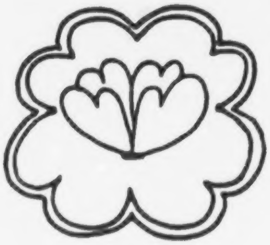
[2] *Paper Cutting* by Florence Temko. Illustrated by Steve Madison. Doubleday & Company, Garden City, New York

7. Unfold once and staple the center of the folded edge (continued below)

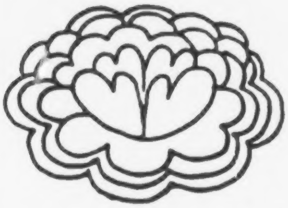






8. You now have a flower of many layers, with a stapled crimp in the middle.

9. Lift up the top layer of paper and make it stand upright by bunching it up and then crunching it near the staple.

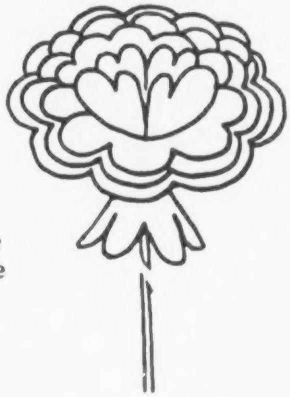


10. Lift up the next layer of and bunch it up around the first layer.

11. Continuer with all layers, giving it a squeeze near staple.

The last layer will not raise up very high, it will be almost flat.

12. Now add a stem, using a piece of strong wire or a dowel stick. Pull the bottom layer of the flower around the stem and tape it securely

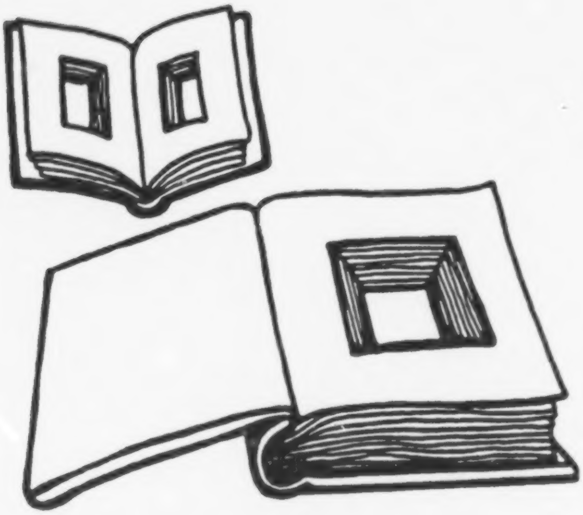


Completed Flower

SECRET THINGS AND PLACES[3]

"Hidden Compartment" Book

Find an old hardcover book or thick paperback that is at least one inch thick. Make sure it is okay to cut it up! Then cut away a cube section from the middle pages of the book to make a compartment for hiding things. When you close the book, it looks normal! Hide special treasures and secret messages in the book.



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[3] Rasmussen, Richard Michael and Ronda Lea. *The Kids Encyclopedia of Things to Make and Do.* 1981. Toys 'n Things Press.

Stone Collecting

Search the area for many different kinds of stones and pebbles. Look for stones with unusual colors, shapes, and textures. Take home some stones to start a collection. Read a book about stones and try to collect as many kinds as you can. [See also picture frames. This works in conjunction with one of those.

Invisible Painting

Cover a piece of white drawing paper with a sheet of heavy waxed paper. Using a dried-up ball-point pen, etch a design, picture, or message onto the waxed paper. Then remove the waxed paper from the drawing paper.

To make your invisible drawing appear on the drawing paper, paint over the entire paper with watercolor paint. Watch the drawing magically appear!

Invisible Writing

Obtain an ink pen with a nib and some lemon juice. Check the pen to make sure the nib is clean. Use the lemon juice as "ink" for writing a secret message. Watch—the message disappears as you write it! To make the message return, simply hold the paper over an electric light bulb!

SEEDS (SCIENCE)

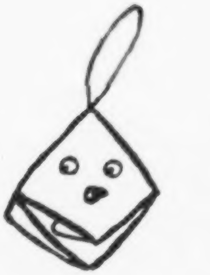
Lima Bean Examination

Soak some lima beans in water and then remove the outer covering of the beans. Pull a bean apart and look at the small plant (embryo) inside. Notice that the rest of the inside part of the bean is actually the food for the embryo!

Lima Bean Growth

Line the inside of a glass jar with blotting paper or a paper towel. Then fill the jar with sand and place some dried lime beans between the paper and the glass. Make sure the sand stays damp. After several days, the beans will sprout!

New crafts to add
after page 134.



PLASTIC CANVAS ORNAMENT

Materials:

3 squares plastic canvas (7-10 count)	Glue gun
1 set eyes	glue stick
yarn - short lengths of scrap yarn will work	Yarn needle
1 candy kiss or small trinket (Optional)	

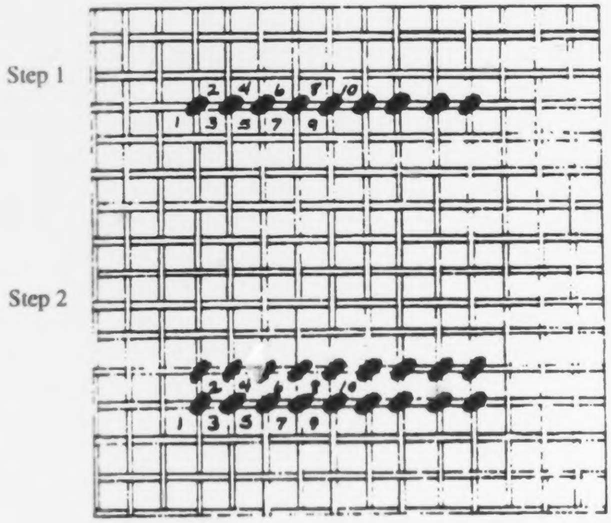
Work inner portions of squares in half cross or continental stitch (or desired stitch).

HALF CROSS STITCH

Step 1: Leaving a short length of yarn in back of the canvas, bring needle up at 1 and down at 2. Working over the end of the yarn, bring the needle up at 3, down at 4. Continue across the canvas. On the back, pass the needle under three or four stitches. Cut yarn.

Step 2: Repeat step one until canvas is filled, leaving border unworked.

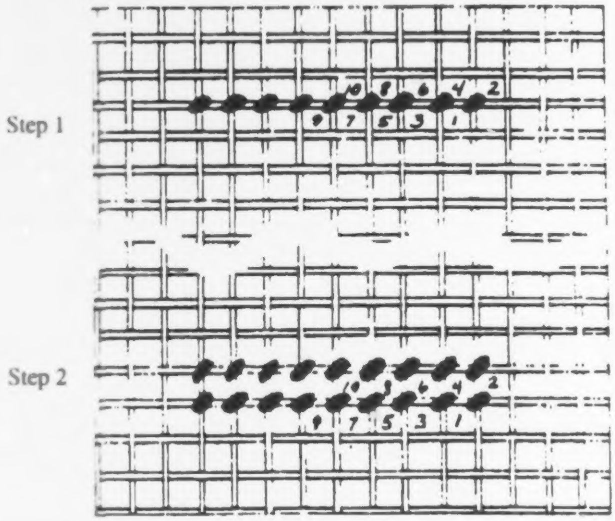
NOTE: Never knot yarn in cross stitch.



CONTINENTAL STITCH

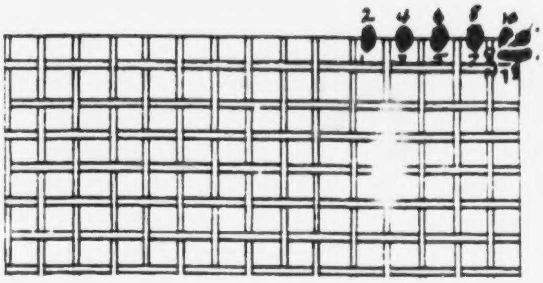
This stitch is worked in rows across the canvas beginning at the top right corner. Work the first row in the numbered sequence shown by Step 1. When the end of the row is reached, turn the canvas completely around. The top is now the bottom. Work the next row as in Step 2.

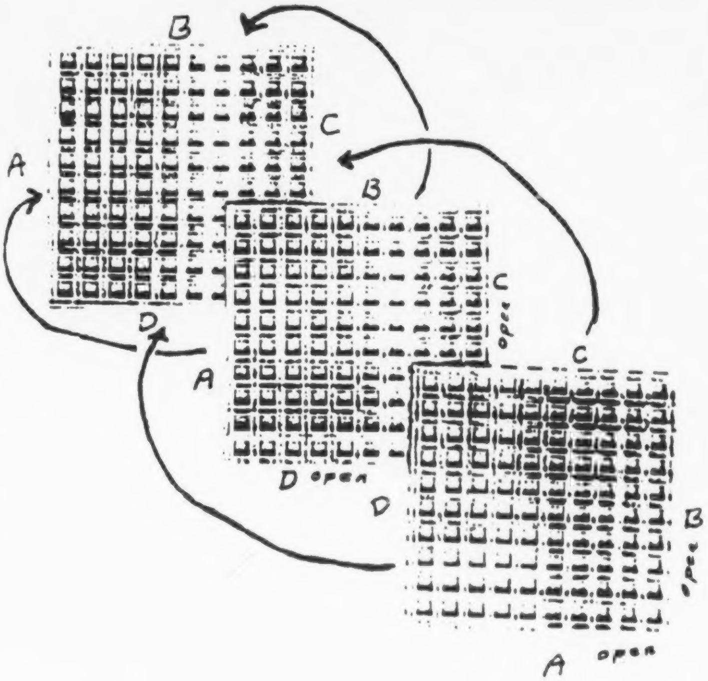
The continental stitch uses about twice as much yarn as the half cross stitch as it places as much yarn on the back as on the front of the canvas.



WHIP OR OVERCAST STITCH

This stitch covers the edge of the canvas. It may be necessary to go through the same hole more than once to get an even coverage on the edge, especially at the corners.





Step 1: Attach two squares, side A to side A and side B to side B with whip stitch. Be sure insides face together.

Step 2: Insides facing, attach third square to square 1, side C to side C and side D to side D with the whip stitch.

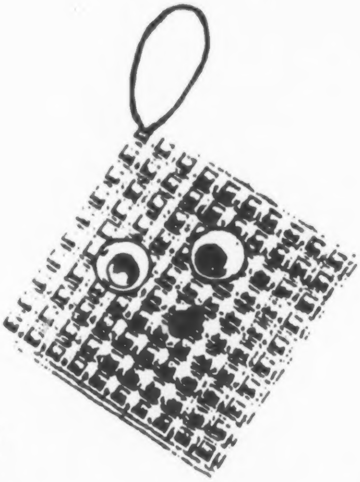
Step 3: With whip stitch, cover side C and side D or square 2 and side A and side B of square 3.

Step 4: Attach eyes with glue gun.

Step 5: Attach a small piece of yarn for nose (if desired).

Step 6: Attach loop of yarn to top for hanger.

Step 7: Insert candy kiss in mouth. (Squeeze corners of mouth to open it).



DETECTIVE HAT

MATERIALS

medium-size paper grocery bag
Cut

(Fig. A).
12" piece of ribbon or yarn

flat
scissors

Hole punch

PROCEDURE

1. Measure up 4 1/2" from the bottom of the bag.

   up each side-fold line to the measured point

2. Crease hinges and lay bag out with side sections

   (Fig. B).

3. Measure 5" out from hinge on both wide side sectons. Cut and round edges. Leave narrow sides long, and round edges (Fig. C).

4. Punch a hole in each narrow end and bring both sides up over top of hat. Tie with ribbon or yarn (Fig. D).

5. Decorate as desired.

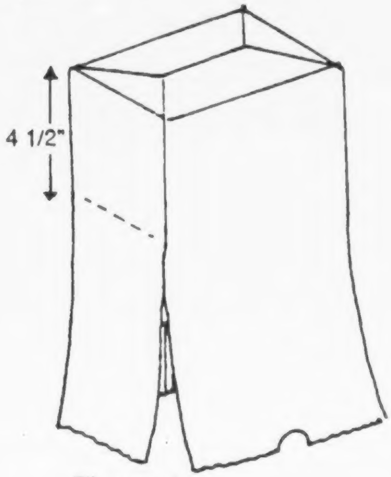


Figure A

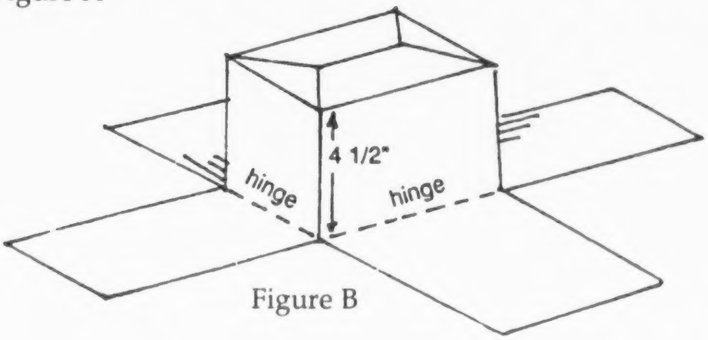


Figure B

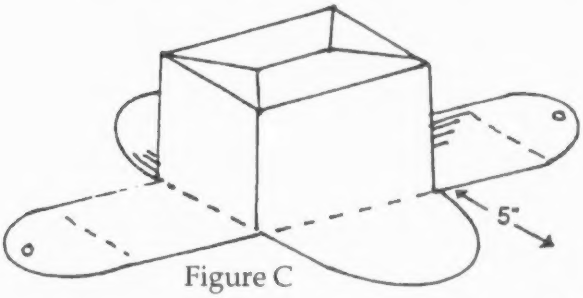


Figure C

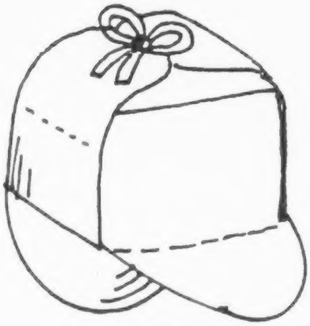


Figure D

BOOKS
Grades K – 3
Fiction

Ahlberg, Allan. **Mystery Tour.** Greenwillow Books, 1991, 0-688-09906-8.

Bains, Rae. **Case Of The Great Train Robbery.** Troll, 1982, 0-893-75588-5.

Brandt, Keith. **Case Of The Missing Dinosaur.** Troll, 1982, 0-893-75586-9.

Hayes, Geoffrey. **The Secret Of Foghorn Island.** Random, 1988, 0-394-99614-3.

Hoban, Lillian. **The Case Of The Two Masked Robbers.** Harper & Row, 1988, 0-060-22299-9.

Kellogg, Steven. **The Mystery Of The Stolen Blue Paint.** Dial, 1982, 0-8037-5659-3.

Lexau, Joan. **The Dog Food Caper.** Dial, 1985, 0-803-70107-1.

BOOKS
Grades 4-6

Adler, David. **Cam Jansen series.**

Aiken, Joan. **Wolves of Willoughby Chase.** Doubleday, 1989, 0-385-03[illegible]

Bellaris, John. **House With A Clock In It's Walls.** Dial Press, 1973, [illegible]/42-3.

Brenner, Barbara. **Saving the President.** Messner, 1987, 0-67162023-1.

Christian, Mary Blount. **Sebastian (super sleuth) series.**

Clifford, Eth. **Help, I'm A Prisoner In The Library.** Houghton Mifflin, 1979, 0-395-2847-3.

De Felice, Cynthia. **Devil's Bridge.** Macmillan, 1992, 0-027-264653.

Garden, Nancy. **Mystery of the Night Raiders.** Farrar, Straus, Giroux, 1987, 0-374-35221-6.

George, Jean Craighead. **Missing Gator of Gumbo Limbo: an Ecological Mystery.** Harper Collins, 1992, 0-060-20397-8.

Hass, E. A. **Incognito Mosquito series.**

Howe, Deborah. **Bunnicula.** Macmillan, 1979, 0-689-30700-4.

Howe, James. **The Celery Stalks At Midnight.** Macmillan, 1983, 0689-30987-2.

Konigsburg, E.L. **Up From Jerico Tel.** Atheneum, 1986, 0-689-31194-x.

Newman, Robert. **Case of the Baker Street Irregular.** Atheneum, 1978, 0-689-30641-5.

Quackenbush, Robert. **Miss Mallard Mystery** series.

Raskin, Ellen. **The Westing Game.** Dutton, 1978, 0-525-42320-6.

Roberts, W.D. **View From the Cherry Tree.** Atheneum, 1975,0-68930483-8.

Sobol, Donald. **Encyclopedia Brown series.**

Snyder, Zilpa. **Egypt Game.** Atheneum, 1976, 0-689-30006-9.

Snyder, Zilpa. **Janie's Private Eyes.** Delacorte, 1989, 0-440-50123-7.

Wright, Betty. **Ghosts Beneath Our Feet.** Holiday, 1984, 0-590-40755-4.

BOOKS

Young Adult - Grade 7 & Up

Fiction

Bennett, Jay. **Sing Me A Death Song.** Watts, 1990, 0-531-10853-8.

Bennett, Jay. **Skinhead.** Watts, 1991, 0-531-11001-X.

Cusick, Richie. **Fatal Secrets.** Pocket Books, 1992, 0-671-70957-7.

Duncan, Lois. **The Daughters Of Eve.** Dell, 1990, 0-440-91864-2.

Duncan, Lois. **Don't Look Behind You.** Delacorte, 1989, 0-385-29739-4.

Hall, Lynn. **Murder At The Spaniel Show.** Scribners, 1988, 0-684-18961-5.

Hall, Lynn. **Murder In A Pig's Eye.** Harcourt Brace, 1990, 0-15-256268-0.

Hammer, Jeff. **Dying To Know.** Avon, 1991, 0-380-76143-2.

Howard, Elizabeth. **Mystery Of The Metro: My Name Is Paris.** Random House, 1987, 0-394-97546-4.

Howard, Elizabeth. **A Scent Of Murder: My Name Is Paris.** Random House, 1987, 0-394-97548-0.

Kerr, M.E. **Fell Back.** HarperCollins, 1989, 0-06-023293-5.

Kerr, M.E. **Fell Down.** HarperCollins, 1991, 0-06-021764-2.

Nixon, Joan Lowery. **The Weekend Was Murder!** Doubleday, 1992, 0-385-30531-1 .

Nixon, Joan Lowery. **High Trail To Danger.** Bantam, 1991, 0-553-07314-1.

Pullnan, Phillip. **A Shadow In The North.** Knopf, 1988, 0-394-99453-1.

Pullman, Phillip. **A Tiger In The Wall.** Knopf, 1990, 0-679-90214-7.

Roberts, Willo David. **Nightmare.** Atheneum, 1989, 0-689-31551-1.

Shaw, Diana. **Gone Hollywood: A Carter Colborn** *Mystery*. Little, 1988, 0-316-78343-9 .

Strasser, Todd. **The Accident.** Delacorte, 1988, 0-440-50061-3.

Taylor, John Robert. **Hairline Cracks.** Lodestar, 1990, 0-525-67304-0.

Taylor, Theodore. **Sniper.** Harcourt Brace, 1989, 0-15-276420-8.

Whelan, Gloria . **The Secret Keeper.** Knopf, 1990 , 0-679-80572-9 .

Windsor, Patricia. **The Christmas Killer.** Scholastic, 1991, 0-590-43311-3.

BOOKS

Non-Fiction

Anderson, Joan. **From Map To Museum: Uncovering Mysteries Of The Past.** Morrow Junior Books, 1988. 0688069150. Gr. 3 - 9

Baylor, Byrd. **If You Are A Hunter Of Fossils.** Macmillan Children's Book Group, 1980. 0684164191. Preschool - Gr. 3

Beattie, Owen. **Buried In Ice: The Mystery Of A Lost Arctic Expedition.** Scholastic, 1992. 0590438484. Gr. 3 - 6

Bender, Lionel. **Forensic Detection.** Franklin Watts, 1990. 0531172503. Gr. 5 - 8

Butler, William Vivian. **The Young Detective's Handbook.** Little Brown, 1981. 0316118885. Gr. 5 - 8

Cairns-Smith, A. G. **Seven Clues To The Origin Of Life: A Scientific Detective** Cambridge University Press, 1986. 0521398282. Gr. 7 & Up

Clues From The Past: A Resource Book On Archeology. Ed. by Pam Wheat & Brenda Whorton. Hendrick-Long, 1990. 0937460656. Gr. 3 & Up

Cobb, Vicki. **The Monsters Who Died: A Mystery About Dinosaurs.** Putnam, 1983. 0698205715. Gr. 3 - 6

Cohen, Daniel. **Real Ghosts.** Pocket Books, 1992. 0671786229. Gr. 4 - 7

Cohen, Daniel. **The World's Most Famous Ghosts.** Pocket Books, 1989. 0671691457. Gr. 3 - 6

Cohen, Sharron. **Mysteries Of Research.** Alleyside Press, 1992. 0913853216. Gr. 4 - 8

Conaway, Judith. **Detective Tricks You Can Do.** Troll, 1986. 0816706727. Gr. 1 - 5

Corbishley, Mike. **Detecting The Past.** Franklin Watts, 1990. 053117249X. Gr. 5 - 8

Coxe, Molly. **Whose Footprints?** Harper Collins, 1991. 0694048378. Preschool

Deem, James M. **How To Find A Ghost.** Houghton Mifflin, 1988. 0395468469. Gr. 5 - 9

Deem, James M. **How To Hunt Buried Treasure.** Houghton Mifflin, 1992. 0395587999. Gr. 3 - 9

Detective's Handbook. A. Civardi et al. E D C, 1992. 086020278X. Gr. 2 - 6

Dixon, Dougal. **Be A Dinosaur Detective.** Lerner, 1988. 082250894X. K - Gr. 4

Docekal, Eileen M. **Nature Detective: How To Solve Outdoor Mysteries.** Sterling, 1989. 0806968443. Gr. 3 - 10

*Dolan, Edward F., Jr. **Great Mysteries Of The Air.** Dodd, 1983. Gr. 4 - 7

*Dolan, Edward F., Jr. **Great Mysteries of The Sea.** Dodd, 1984. Gr. 4 - 7

Edey, Maitland A. **Blueprints: Solving The Mystery Of Evolution.** Little Brown, 1989. 0316210765. Gr. 7 & Up

Facklam, Margery. **And Then There Was One: The Mysteries Of Extinction.** Sierra Club Books, 1990. 0316259845. Gr. 3 - 6

Facklam, Margery. **Bees Dance And Whales Sing: The Mysteries Of Animal Communication.** Sierra Club Books, 1992. 0871565730. Gr. 3 - 6

Facklam, Margery. **Do Not Disturb: Mysteries Of Animal Hibernation And Sleep.** Little, 1989. 0316273791. Gr. 3 - 6

Facklam, Margery. **Partners For Life: The Mysteries of Animal Symbiosis.** Sierra Club Books, 1989. 0316259837. Gr. 3 - 6

Freedman, Russell. **Can Bears Predict Earthquakes? Unsolved Mysteries Of Animal Behavior.** Prentice Hall, 1982. 0131140094. Gr. 5 & Up

Gardner, John L., ed. **Mysteries Of The Ancient Americas.** Reader's Digest, 1986. 0895771837. Gr. 7 & Up

Gasperini, Jim. **Mystery Of Atlantis.** Bantam, 1985. 0553250736. Gr. 5 & Up

George, Jean Craighead. **Who Really Killed Cock Robin? An Ecological Mystery.** Harper, 1991. 0060219815. Gr. 4 - 6

Gunning, Thomas. **Strange Mysteries.** Troll, 1992. 0816713715. Gr. 4 & Up

*Haines, Gail Kay. **Micromysteries: Stories Of Scientific Detection.** Dodd, 1988. 0396090001. Gr. 4 - 8

*Haines, Gail Kay. **Test-Tube Mysteries.** Dodd Mead, 1982. 0396080758. Gr. 5 & Up

Henry, Peggy. **The Great Seed Mystery.** NK Lawn & Garden, 1993. 1880281112. Gr.?- ?

Herberman, Ethan. **The Great Butterfly Hunt: The Mystery Of The Migrating Monarchs.** Simon & Schuster, 1990. 0671694278. Gr. 5 & Up

Kaplan, Eric. **The Mystery Of The Mass Extinctions.** Silver Moon, 1993. 1881889246. Gr. 4 - 6

Lazo, Caroline E. **The Terra Cotta Army Of Emperor Qin.** N.Y., New Discovery Books, 1993. 0-02-704631-4.

Lyon, Ron. **Beyond Belief: bizarre Facts & Incredible Legends From All Over The World.** N.Y., Villard, (Available 9/93). 0-679-74883-0. $12.50 pap.

Markle, Sandra. **Science Mini-Mysteries.** Macmillan Children's Book Group, 1988. 0689312911. Gr. 3 - 7

Marston, Elsa. **Mysteries In American Archaeology.** Walker, 1986. 0802766080. Gr. 7 & Up

Martini, Teri. **The Secret Is Out.** Little Brown, 1990. 0316548642. Gr. 4 - 7

*McClung, Robert M. **Mysteries Of Migration.** Garrard, 1983. 0811629503.
Gr. 4 - 6

Meyer, Carolyn. **The Mystery Of The Ancient Maya.** Macmillan Children's Book Group, 1985. 0689503199. Gr. 7 & Up

Montgomery, Raymond A. **The Mystery of the Maya.** Grey Castle, 1987. 0942545060. Gr. 3 - 7

O'Neill, Catherine. **Amazing Mysteries Of The World.** National Geographic Society, 1983. 0870444972. Gr. 3 - 8

Paige, David. **A Day In The Life Of A Police Detective.** Troll, 1981. 0893754420. Gr. 4 - 6

*Place, Marian T. **On The Track Of Bigfoot.** Pocket, 1980. 0671416774.
Gr. 5 - 8

Silverstein, Alvin. **The Mystery Of Sleep.** Little, 1987. 0316791172. Gr. 2 - 5

*Simon, Seymour. **Strange Mysteries From Around The World.** Four Winds Press, 1980. 0590076396. Gr. 5 & Up

Sobol, Donald J. **Encyclopedia Brown's Book Of Wacky Crimes.** Dutton, 1982. 0525667865. Gr. 3 & Up

Sobol, Donald J. **Encyclopedia Brown's Book Of Wacky Spies.** Morrow, 1984. 068802744X. Gr. 5 - 8

Svedburg, Ulf. **Nicky The Nature Detective.** Farrar, Straus & Giroux, 1988. 9129587867. Gr. 3 - 6

Taylor, David. **Animal Magicians: Mystery And Magic Of The Animal World.** Lerner, 1989. 082252175X. Gr. 4 & Up

Wormser, Richard. **Allan Pinkerton: America's First Private Eye.** Walker, 1990. 0802769640. Gr. 5 & Up

*Yabuuchi, Masayuki. **Whose Footprints?** Putnam, 1985. 0399212094. Preschool - Gr. 2

*Out Of Print

Fiction

Grades K – 3

•SERIES

Adler, David. **MY Dog series.**

Allen, Laura Jean. **Rollo & Tweedy series.**

Binnamin, Vivian. **The Case Of The.** **series**

Bonsall, Crosby. **The Case Of The** **series.**

Christian, Mary Blount. **Sherlock Street Detectives series.**

Freschet, Berniece. **Bernard series.**

Landon, Lucinda. **Meg Mackintosh series.**

Lewis, Thomas P. **Mr. Sniff series.**

Mooser, Stephen. **Funnyman series.**

Ouackenbush, Robert. **Miss Mallard series.**

Ouackenbush, Robert. **Piet Potter series.**

Ouackenbush, Robert. **Sherlock Chic series.**

Sharmat, Marjorie. **I series.**

Yolen, Jane. **The Commander Toad series**

BOOKS
Non-Fiction
SERIES

Be A Nature Detective series: published by Outlet Book Company. (Most titles written by Douglas Dixon or by Steve Parker.) Gr. 2 & Up

Selected titles: **Be A Fossil Detective; Be A Plant Detective; Be An Animal Detective;** Be An Underwater Detective, etc.

Great Mysteries series: published by Franklin Watts or by Greenhaven Press. (Various authors.) Gr. 3 - 10

Selected titles: **Ancient Mysteries; Atlantis: Opposing Viewpoints; Bigfoot: Opposing Viewpoints; The Bermuda Triangle: Opposing Viewpoints; Dinosaurs: Opposing Viewpoints; The Lost Colony of Roanoke: Opposing Viewpoints; Monster Mysteries; Sea Mysteries; UFOs,** etc.

Great Unsolved Mysteries series: published by Raintree Steck-Vaughn. (Various authors.) Gr. 4 & Up

Selected titles: **The Abominable Snowman; Creatures of Mystery; The Deadly Diamonds; Mysteries Of The Mind; Mysterious Detectives: Psychics; The Mystery Of Stonehenge; Nefertiti: The Mystery Queen; Whatever Happened To Amelia Earhart?,** etc.

A History Mystery series: published by Camelot (Avon). (Most title written by Janet Hubbard-Brown or by Susan Landsman.) Gr. 3 - 6

Selected titles: **The Curse Of King Tut's Tomb; The Curse Of The Hope Diamond; The Disappearance Of The Anasazi; The Mystery Of The Roswell UFO; The Secret Of Roanoke Island; What Happened To Amelia Earhart?; Who Shot JFK?,** etc.

History's Mysteries series: published by Macmillan Children's Book Group. (Most titles written by Anita Larsen or by Gail B. Stewart.) Gr. 5 & Up

Selected titles: **Montezuma's Missing Treasure; Raoul Wallenberg: Missing Diplomat; The Rosenbergs; Where Lies Butch Cassidy?; Why BUY Quantrill's Bones?,** etc.

How Did We Find Out About...series: published by Walker and Company. (All titles written by Isaac Asimov.) Gr. 4 - 8

Selected titles: **How Did We Find Out About Black Holes?; How Did We Find Out About Dinosaurs?; How Did We Find Out About The Universe?,** etc.

The Mysteries And Marvels series: published by E D C Publishing. (Various authors.) Gr. 3 - 7

Selected titles: **Animal World; Bird Life; Insect Life; Ocean Life; Mysteries And Marvels Of Nature; Plant Life; Reptile World,** etc.

The Mysteries Of...series: published by Dutton. (All titles written by Franklyn M. Branley.) Gr. 5 - 8

Selected titles: **Mysteries Of Life On Earth And Beyond; Mysteries Of Outer Space; Mysteries Of The Planets; Mysteries Of The Satellites; Mysteries Of The Universe**, etc.

The Mystery Of...series: published by Macmillan Children's Book Group. (Most titles written by Harriette S. Abels.) Gr. 5 & 6

Selected titles: **Bermuda Triangle; Killer Bees; Loch Ness Monster; Lost City Of Atlantis; The Pyramids; Stonehenge**, etc.

The Nature Detective series: published by Franklin Watts. (All titles written by Anita Ganeri.) Gr. 5 - 8

Selected titles: **Birds; Plants; The Weather**, etc.

*Out Of Print

AGARRÉUNA INDICACIÓN EN SU BIBLIOTECA

BIBLIOGRAFÍAS

GRADOS 1 - 6

Ballaz, Zabalza, Jesús. **El Misterio De La Peña Blanca=The Mystery of the White Rock.** Barcelona: La Galera, 1987, 84-246-3828-x. **Grades 4 - 6.**

Bolliger, Max. **La Montaña De Los Osos,** Madrid: Ediciones. 1986, 84-348-1153-7. **Grades 1 - 3.**

Chew Ruth. **Una Bruja En Casa = The Witch In The House.** Madrid: Ediciones Daimon, 1986 , 84-231-2927-6. **Grades 4 - 7.**

Company Gonzalez, Merce. **El Baúl Misterioso: El Miedo.** Barcelona: Editorial Norma, 1990, 958-04-1287-1. **Grades 1 - 3.**

Corona Berkin, Sarah. **El Misterio Del Tiempo Robado.** Mexico: Direccion General de Publicaciones, 1991. 9-686-46517-0. **Grades 1 - 3.**

Elige Tu Propia Aventura = Choose Your Own Adventure (series). Barcelona: Timun Mas.

Garcia, Maria. **Las Aventuras de Connie y Diego = The Adventures of Connie and Diego.** San Francisco: Children's Book Press, 1987, 0-89239-028-x. **Grades 1 - 3**

Lazarillo de Tormes. Madrid: Catedra, 1987, 84-376-0660-8. **Grades 4 - 6.**

Lobato, Arcadio. **La Bola de Cristal,** Madrid: Ediciones, 1990, 84-348-2925-8. **Grades 1 - 3.**

Miguel, Juan. **Aléjo.** Madrid: Ediciones, CESMA, 1988, 84-348-3-2437-x. **Grades 4 - 6.**

Miller, Marvin. **T*A*C*K Contra el Tiempo = T*A*C*K Against Time.** Mexico: Daimon, 1987, 9-684-10005-1. **Grades 4 - 6.**

Miller, Marvin. **T*A*C*K en Peligro = T*A*C*K into Danger.** Barcelona: Daimon, 1986, 9-686-02491-3. **Grades 4 - 6.**

Myers, Walter Dean. **Adventura en Granada = Adventure in Granada.** Mexico: Daimon, 1987, 9-684-10007-8. **Grades 4 - 6.**

Serrano Martinez, Celedonio. **El Cazador y Sus Perros,** Mexico: Fernandez Editores, 1959, 968-416-063-1. **Grades 4 - 6.**

Sobol, Donald J. **Enciclopedia Brown** (series). Barcelona: Molino. **Grades 4 - 6.**

Contact Person:

Name: John Abbott
Address: P.O. Box 187, Chino Valley, AZ 86323
Telephone: (602) 636-2025/(602) 956-9691 (Message phone)

Description of Performance:

Professional storyteller, tells adventure tales, ghost tales and legends. Also gives programs on storytelling and creative writing. Programs geared to age and interest of groups.

Fee Plus Mileage: $350 for single performance. Expenses negotiable.

Travel Range: All over the world

Past Performances:

Phoenix Pubic Library System; Scottsdale, Glendale and Mesa School Districts, museums, elderhostels.

Contact Person:

Name: Accent Entertainment
Address: 2231 South 48th Street, Ste #106, Tempe, AZ 85282
Telephone: (602) 967-7676

Description of Performance:

Entertainment service with a variety of acts.

Fee Plus Mileage:

Depends on entertainer.

Travel Range:

Arizona

Past Performances:

Contact Person:

Name: Aces Entertainment - Aces Clown Band, Lynn Roberts
Address: 3333 E. Indian School Rd., Ste. #1, Phoenix, AZ 85018
Telephone: (602) 956-5102

Description of Performance:

Clown band playing instruments, singing, magic, juggling, clown gags and routines. Costumed in full circus clown outfits. Band size 5 to 10 clowns

Fee Plus Mileage:

4 clowns approximately $190; 5 clowns approximately $240, plus mileage outside Phoenix general area. The clown band is available by special grant to certain nonprofit organizations through the Phoenix Federation of Musicians, Cindy Taylor (602) 251-8838, Wednesday or Friday from 1-4 p.m.

Travel Range:

Anywhere in Arizona.

Past Performances:

Mesa Public Library, Scottsdale Public Library, Peoria Public Library, Chandler Public Library, Tempe Public Library

Contact Person:

Name: Ruthmarie Arguello-Sheehan and Brendan A. Curtin
Address: 11817 Thunderbird Rd., Sun City, AZ 85351
Phone: (602) 972-8619

Description of Performance:

Storytellers. Tell stories of the West, international stories, intergenerational stories in English/Spanish/French. Endorsed by the National Grandparent's Association as "Granny and Gramps" storytellers.

Fee Plus Mileage:

$100 and up, negotiable.

Travel Range:

Arizona

Past Performances:

American Library Association, Kennedy Center, Dysart School

Contact Person:

Name: American Heart Association, Pamela Cendejas
Address: P.O. Box 2434, Lake Havasu City, AZ 86403
Phone: (602) 453-2616

Description of Performance:

"Heart Treasure Chest" (Preschool)

Fee Plus Mileage:

No program fee, contact for mileage

Travel Range:

For information or your local A.H.A. for similar offerings for different age groups.

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:

Name: Dorothy Daniels Anderson
Address: 4311 East Clarendon, Phoenix, AZ 85018
Telephone: (602) 957-0462

Description of Performance:

Professional storyteller: Dresses in costume and tells stories about Arizona in the "Olden Days." Stories are researched and written by D. Anderson. She will also speak to children about how she writes and tell how to get published.

Fee Plus Mileage:

Between $75-$150 per hour depending on distance and size of audience. Negotiable

Travel Range:

Depends on schedule and availability

Past Performances:

Phoenix Public Library, Douglas Public Library, Glendale Community College Schools; clubs; banquets; conventions; Arizona State Library Association

Contact Person:

Name: Arizona Children's Theater Co., Rene L. Malmgren
Address: 2612 E. La Cienega Dr., Tucson, AZ 85716
Phone: (602) 881-2101

Description of Performance:

Theater in the round; multicultural folk tales, myths, legends, and fairy tales

Fee Plus Mileage:

$250 plus mileage and expenses

Travel Range:

Arizona

Past Performances:

Contact Person:

Name: Arizona Herpetological Association, Karen Imhoof
Address: P.O. Box 39127, Phoenix, AZ 85069-9127
or 3520 E. Moreland, Phoenix, AZ 85008
Phone: (602) 273-6115

Description of Performance:

Members will make educational presentations on reptiles and amphibians. They can bring live specimens. Karen Imhoof will refer to members that live closest to the requesting library.

Fee Plus Mileage:

Free (donations accepted)

Travel Range:

Central Arizona primarily, but call for more information

Past Performances:

Phoenix Public Library, Desert Foothills Library, Apache Junction Public Library

Contact Person:

Name: Arizona Museum of Science and Technology
Address: 147 E. Adams, Phoenix, AZ 85004
Phone: (602) 256-9518 reservation line, Maggie

Description of Performance:

Two outreach programs: "Really Cool Science." Uses liquid nitrogen at 320 degrees below zero to show the properties of the very cold. 40 minutes program, maximum attendance 50 people. "Space Explorer." A portable planetarium is used to present Native American legends and Greek myths to teach about the stars and constellations. Size requirements for "Space Explorer" program is 11' ceiling, and 20' x 20' room for planetarium. Maximum attendance 35 people.

Fee Plus Mileage:

1 show $100, each additional show $60 each, plus mileage over 50 miles outside Phoenix.

Travel Range:

Arizona

Past Performances:

Glendale Public Library, Phoenix Public Library System, Tempe Public Library, Mesa Public Library

Contact Person:

Name: Judy Baily
Address: 909 East Brill Street, Phoenix, AZ 85006
Telephone:

Description of Performance:

Live theatrical plays performed in existing schools on drug and alcohol and sexual abuse prevention

Fee Plus Mileage:

$300 per day and 24¢ per mile in Maricopa County; outside Maricopa County negotiable

Travel Range:

Arizona from September through May

Past Performances:

In the past six years we have reached over 200,000 school age children with our message on sexual, alcohol and drug abuse prevention

Contact Person:

Name: Lynn Bevill
Address: 6200 N. Oracle, #166, Tucson, AZ 85704
Telephone: (602) 742-6289

Description of Performance:

Topic include Southwestern tall tales, stories of lost treasures, and campfire stories; programs adapted to age and audience. He is a children's school librarian.

Fee Plus Mileage:

Negotiable plus mileage and expenses.

Travel Range:

Arizona during the summer and Southern Arizona on weekends and evening during the school year.

Past Performances:

Tucson public schools and libraries, Flagstaff public school and library

Contact Person:

Name: Ken or Debby Buchanan
Address: P.O. Box 232, Arivaca, AZ 85601
Telephone: (602) 398-9665

Description of Performance:

Authors of **This House is Made of Mud, Lizards on the Wall, It Rained on the Desert.** Conduct children's writing workshops.

Fee Plus Mileage:

Fees start at $100 plus mileage and expenses

Travel Range:

Arizona

Past Performances:

Tucson Public Library, Apache Junction Public Library, Mustang Branch of Scottsdale Public Library

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Contact Person:

Name: Bureau of Land Management, Sarah Hooper
Address: 3189 Sweetwater Ave., Lake Havasu City, AZ 86403
Phone: (602) 855-8017

Description of Performance:

Program which features information on snakes, snake safety, gila monsters, gila monster safety, and participants are allow to view the rattlesnakes and gila monster in cages. For children 13 years and older the program will also include a desert wildlife slide presentation.

Fee Plus Mileage:

No program fee, contact for mileage

Travel Range:

Contact for information

Past Performances:

Mohave County Library District, Charles C. Royall Memorial Library Lake Havasu City

Contact Person:

Name: Erni Cabat Studio
Address: 627 N. 4th Avenue, Tucson, AZ 85705
Telephone: (602) 622-6362

Description of Performance:

Erni Cabat's Magical World of Prehistoric Animals, Erni Cabat's Magical World of the Carousel, and Erni Cabat's Magical World of Dinosaurs. He presents a creativity program with audience participation. A charming and energetic 79 year old gentleman.

Fee Plus Mileage:

Negotiable - from what your budget allows up to $500. Expenses depend on distance from Tucson

Travel Range:

Depends on his circumstances at the time

Past Performances:

Tucson Public Library, Tucson Public Schools

Contact Person:

Name: Coconino Health Department
Address: 2500 N. Fort Valley Road, Flagstaff, AZ 86001
Phone: (602) 779-5164

Description of Performance:

"Safe Kids" program on bicycle safety and seat belt safety (starring "The Dummies), and other programs on dental hygiene (starring Jody the Coyote), tobacco, exercise and nutrition.

Fee Plus Mileage:

Free

Travel Range:

Coconino County

Past Performances:

Elementary schools, preschools

Contact Person:

Name: Judith Cole
Address: 8126 E. sixth Street, Tucson, AZ 85710
Telephone: (602)886-1410

Description of Performance:

Author of **The Moon, the Sun and the Coyote, Another Hare and a Different Tortoise.** Talks to children about writing; audience participation.

Fee Plus Mileage:

To be negotiated, plus mileage and expenses outside Tucson area.

Travel Range:

Arizona during the summer, Tucson area during the school year.

Past Performances:

Schools in Tucson area

Contact Person:

Name: Susan Corl
Address: P.O. Box 898, Patagonia, AZ 85624
Phone: (602) 394-2926

Description of Performance:

Children's workshop on papermaking, bookbinding for children, dolls, mask making and other crafts.

Fee Plus Mileage:

Negotiable for workshop plus mileage plus expenses

Travel Range:

Arizona

Past Performances:

Patagonia Public Library, Nogales Very Special Arts Festival, Mesquite Grove Gallery.

Contact Person:

Name: Steve Crompton
Address: 8584-A E. Indian School Road, Scottsdale, AZ 85251
Telephone: (602) 945-4965

Description of Performance:

Science Fiction/Fantasy Illustrating Techniques

Fee Plus Mileage:

Negotiable

Travel Range:

Past Performances:

Contact Person:

Name: Keith Cunningham
Address Northern Arizona Univ., P.O. Box 6032 Flagstaff, AZ 86011
Telephone: (602) 523-4420

Description of Performance:
Folklorist, who as an artist-in-residence locates, interviews and documents traditional artists with a community. Acts as a facilitator between the public and local artist. School/library cooperation desirable.

Fee Plus Mileage:
$120/day plus per diem.

Travel Range:
Arizona

Past Performance:
Public schools, museums

Contact Person:
Name: DJ the Clown
Address: P.O. Box 5752, Mesa, AZ 85211
Phone: (602) 437-8123

Description of Performance:
Balloon sculpting, pocket magic, magic shows, face painting, balloon bouquets, balloon decorating, mimes, Santa Claus and more.

Fee Plus Mileage:
Varies according to performance, mileage outside Phoenix metro area

Travel Range:
Arizona

Past Performances:
Glendale Public Library, Fort McDowell Library, Mesa Parks and Recreation, City of Tempe, City of Chandler

Contact Person:
Name: Jill Detter
Address: 1022 East Keim, Phoenix, AZ 85014
Telephone: (602) 274-8076

Description of Performance:
Storytelling: Mother Goose Story Teller, Folk Tales and Fairy Tales/Nursery Rhymes, Southwest Stories, Creative/Participation Drama

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performances:

Contact Person:
Name: Don Doyle
Address: 1903 E. Fairfield, Mesa, AZ 85203
Telephone: (602) 833-3013

Description of Performance:
Storyteller. Tells legends, folk traditions of the world cultures, Celtic stories, and personal experience stories.

Fee Plus Mileage:
$200 for 45 minute program, no mileage in Phoenix metro area; $200 plus mileage and expenses outside Phoenix metro area.

Travel Range:
Arizona

Past Performances:
Phoenix Public Library, Mesa Public Library, Apache Junction Public Library, school libraries across the State, Arizona State Library conference Fall '93.

Contact Person:
Name: Paul W. Estes of The Magicians
Address: P.O. Box 66952, Phoenix, AZ 85082-6952
Phone: (602) 257-4261

Description of Performance:
Magic show and/or lecture/demonstration of principles of deception and/or magic workshop.

Fee Plus Mileage:
Minimum $75

Travel Range:
Arizona

Past Performances:
Scottsdale Public Library, Glendale Public Library, Tempe Public Library, Mesa Public Library

Contact Person:
Name: Abdul-Halim, Fatimah
Address: 4133 North 15th Drive, Phoenix, AZ 85015
Telephone: (602) 230-0797; (602) 261-8242; (602) 495-3737 (work)

Description of Performance:
Storytelling; urban contemporary tales

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performances:
Phoenix Public Library, Mesa Public Library, Cochise School, Herberger Theater, Phoenix Art Museum

Contact Person:
Name: "Fiddlin" Sol Rudnick
Address: 3235 East Earll Drive, Phoenix, AZ 85018
Telephone: (602) 224-9143

Description of Performance:
Traditional heritage fiddle music in the U.S.; Early American fiddling styles (Colonial, Civil War), Cajun, Mariachi, Ozark, French Canadian. "Fiddle Magic."

Fee Plus Mileage:
$175 + mileage + expenses for 2 people (guitar accompanist) for 45-60 minutes program. A second back-to-back program for another age group - $75.

Travel Range:
Arizona

Past Performances:
Several libraries and schools around the Phoenix area and Arizona. Completed concert tour to Alaska in Fall of 1993.(?)

Contact Person:
Name: Flagstaff Baseball Card Shop, Ed Garver
Address: 317 N. Humphreys Street, Flagstaff, AZ 86001
Phone: (602) 779-6035

Description of Performance:
Speaks about the history and collection of baseball cards, and answers questions. Needs 3-4 weeks advanced notice.

Fee Plus Mileage:
Free

Travel Range:
Arizona

Past Performances:
Flagstaff Public Library, Youth Education guest speaker in Flagstaff

Contact Person:
Name: Dennis R. Freeman
Address: 205 West Mingus Road, New River, AZ 85207-8224
Telephone: (602) 465-7791

Description of Performance:
Storyteller. Topics include southwest legends; personal narrative and world folklore

Fee Plus Mileage:
$250-$400 per day for one to three **same day** performances Will consider lower fees for libraries.

Travel Range:
Southwest Arizona; Colorado, New Mexico

Past Performances:
Artist in Education, Artist in Arizona Towns for Arizona Commission on Arts, Museum of Northern Arizona, University of San Diego, Mohave Community College, High Sierra Story Telling Festival

Contact Person:
Name: Bert ("Doc") Gerard
Address: P.O. Box 50321, Phoenix, AZ 85076-0321
Telephone: (602) 893-7851

Description of Performance:
Storytelling: Hasidic and Celtic Stories

Fee Plus Mileage:
$200/3 days; $500/10 days; $100 each performance plus lodging and expenses

Travel Range:
Anywhere

Past Performances:

Contact Person:
Name: Great Arizona Puppet Theater, Nancy Smith
Address: P.O. Box 7001, Phoenix, AZ 85011
Phone: (602) 277-1275

Description of Performance:
Puppet shows for both large and small audiences; workshops also available.

Fee Plus Mileage:
Choice of shows. Size ranges from smallest show for 50 people-$80 (if out of Phoenix metro area add mileage and per diem) to largest show for 400 people $350-$400.

Travel Range:
Arizona

Past Performances:
Hundreds of performances in schools, libraries, art centers, child care centers, etc., including Navajo and Chinese shadow stories.

Contact Person:
Name: Anna W. Hale
Address: 4901 Sunrise Drive, Apt. 410, Tucson, AZ 85718
Telephone: (602) 577-3112

Description of Performance:
Author of *Blue Indian Mystery* and *Mystery on Mackinac Island*. Interacts with children, best for grades 3-5.

Fee Plus Mileage:
$25 plus mileage and expenses (daylight driver only)

Travel Range:
150 miles

Past Performances:
19 schools in Tucson area, Nanini Library (Tucson)

Contact Person:
Name: Sue Handke for Danny Handke
Address: 8307 N. 85th Place, Scottsdale, AZ 85258

Telephone: (602) 991-3131

Description of Performance:

A ten year old student, teaches kids to draw familiar cartoon characters such as Tweedy Bird and Wyle E. Coyote. Also plays two games: 1) Create a Toon where the audience tells him where to place the lines and the finished product is one big character which is created from the kids own imagination and 2) "Name that Toon" where Danny draws familiar cartoon characters and the kids must guess the character before he finishes.

Fee Plus Mileage:

$10.00 per hour or negotiable and reimbursement for mileage if out of town

Travel Range:

Statewide

Past Performances:

Taught cartooning at the Scottsdale Center for the Arts; Kids Camp at the Phoenician Resort; created logos for local businesses and his school; and has his own company called Fantast-a-Toons.

Contact Person:

Name: Rich Howard Entertainment
Address: 3502 N. 81st Street, Scottsdale, AZ 85251

Telephone: (602) 945-9193

Description of Performance:

Fast-paced music, magic and juggling. Lots of interaction with children

Fee Plus Mileage:

Minimum $100 per show

Travel Range:

Arizona

Past Performances:

Tolleson Public Library, Scottsdale Public Library, Douglas Public Library

Contact Person:

Name: Virginia Kaiser
Address: P.O. Box 649, Rimrock, AZ 86335
Phone: (602) 567-5518

Description of Performance:

Storytelling and folksongs from all over the world as they pertain to our unique American heritage. Geared to library's specific focus.

Fee Plus Mileage:

Negotiable

Travel Range:

Anywhere in the state

Past Performance:

Cottonwood and Camp Verde Summer Reading Programs, Harvest Festival at Los Abrigados and Telaquepaque in Sedona, Camp Verde and Cottonwood Public Schools.

Contact Person:

Name: Mary J. Kelly
Address: P.O. Box 24338, Tempe, AZ 85285

Telephone: (602) 967-4350

Description of Performance:

Participation storytelling for children and adults. stories from the past and present including African/American folktales

Fee Plus Mileage:

For libraries $150 per hour. No mileage if 50 miles or less round trip

Travel Range:

Arizona, will consider out of State with mileage plus expenses.

Past Performances:

Tempe Public Library, Mesa Public Library, Phoenix School District #1, Yuma Libraries

Contact Person:

Name: Ronda Kunau
Independent Beauty Consultant for Mary Kay Cosmetics
Address: 2635 S. Los Altos Street
Mesa, AZ 85202-7319

Telephone: (602) 730-8471

Description of Performance:

Teaches proper skin care, proper color and glamour techniques and application for Junior High/High School students and adults and "Before and After" makeovers. Shows video on "Skin Wellnes" in the sun.

Fee Plus Mileage:

25¢ per mile for travel outside of East Valley

Travel Range:

Maricopa County

Past Performances:

As a Mary Kay Beauty Consultant, held many classes in the East Valley.

Contact Person:

Name: Kathryn Lance (pen name: Lynn Beach)
Address: 3272 N. Glen Creek Dr., Tucson, AZ 85712
Phone: (602) 326-2555

Description of Performance:

Author of *Phantom Valley Series* and hardcover book, *Going to Grassyella*. Will make author visits. Books are appropriate for grades 4 through junior high.

Fee Plus Mileage:

Call for information

Travel Range:

Southern Arizona

Past Performances:

Tucson schools including Brichta Elementary School, Tanque Verde Elementary School

Contact Person:

Name: Cynthia Lukas
Free Lance Writer
Address: 8001 E. Paraiso Drive Scottsdale, AZ 85255
Telephone: (602) 585-6180

Description of Performance:

Creative writing and how to get published by an author or teacher. Free lance writer of novels, keynote speaker at various programs for adults and youths, and teaches workshops in creative writing.

Fee Plus Mileage:

Standard fee for library program is $150 plus expenses, school appearance $300-500/day, educational conferences $250 and up or negotiable depending on circumstances.

Travel Range:

Throughout Arizona if travel expenses are paid

Past Performances:

Taught at seminars and taught writing workshops for adults and young people. Most recent was an adult seminar entitled "How to Write a Young Adult Novel".

Wrote stories that were published in newspapers and magazines, poetry, also published and a novel.

Contact Person:

Name: Luv Clowns, Alice Stewart
Address: 8155 East Crescent Circle, Mesa, AZ 85208-4721
Telephone: (602) 986-7293

Description of Performance:

Variety of programs including walk around magic tricks, face painting, toy balloon sculptures, puppets, ventriloquism.

Fee Plus Mileage:

$50/clown for 2 hour program.

Travel Range:

Metro Phoenix area, generally no mileage

Past Performances:

East Mesa branch of Mesa Public Library, Chandler Public Library, Toddler's Inn, Junior Village

Contact Person:

Name: Russell Mann
Anna Del Paxton
Address: 502 South Verde, Flagstaff, AZ 86001
Telephone: (602) 774-5669

Description of Performance:

Storytelling and folk music for children, including some bilingual storytelling

Fee Plus Mileage:

1/2 day, 1-2 sessions, $250. Travel at 25¢ per mile/$95 per diem. Will negotiate

Travel Range:

Arizona, New Mexico, Colorado, Utah

Past Performances:
Members of Tellers of Tales. Flagstaff Public Library, Albuquerque Public Library, many school libraries.

Contact Person:
Name: Ronald McDonald, c/o Greg Howell, Davis Ball & Colombatto
Address: 40 North Central, Suite. 2210, Phoenix, AZ 85004
Telephone: (602) 256-0998

Description of Performance:
Magic Show, Reading Show, Safety Show

Fee Plus Mileage:
Free

Travel Range:
Arizona

Past Performances:
20 libraries within Arizona including Apache Junction Public Library, Glendale Public Library

Contact Person:
Name: Judy McKinley
Address: 7437 W. Acoma, Peoria, AZ 85381
Phone: (602) 979-4875

Description of Performance:
Storyteller. Programs include, "Many Peoples, Many Places," "Serious Laughter." Some Spanish and Sign as well as English.

Fee Plus Mileage:
$75/40 minutes plus 25¢/mile over 50 miles plus expenses (or meals and lodging provided).

Travel Range:
Arizona

Past Performances:
Cochise County libraries, Peoria Public Library, Peoria School District.

Contact Person
Name: Pris Merlene
Mesa Youth Placement Service
Address: 1025 N. Country Club Drive Mesa, AZ 85201-3307
Telephone: (602) 649-2150

Description of Performance:
Involvement with the community is mostly the result of being a member of the Mesa Chamber of Commerce. On occasion we are asked by a church or civic group to do a presentation to youth in the community. We present workshops in the schools and public libraries upon request in the Mesa Public Schools area. Workshops we present are: job seeking skills, self-esteem and mock interviews. Annually at the main library we coordinate a "Junior High Jitters" workshop for sixth graders and their parents. This workshop helps with the transition of youth from elementary to junior high school.

Fee Plus Mileage:
No charge

Travel Range:
As a result of being funded by the City of Mesa, Department of Economic Security, Mesa Pubic Schools and the United Way we serve those youth who live within the Mesa Public school boundaries. Only on occasion do we serve other youth.

Past Performances:
Provide year round service to youth ages 12-19.

Contact Person:
Name: Mesa Winds Woodwind Quintet, Loretta Niebur
Address: 1141 East Montebello Circle, No. 1, Phoenix, AZ 85014
Telephone: (602) 274-2001

Description of Performance:
Quintet consists of flute, oboe, clarinet, bassoon and horn. Group explains their instruments, and they play compositions suitable for age level. If desired, they have children write a composition which they then play.

Fee Plus Mileage:
$350-$400 plus mileage for outside valley

Travel Range:
Arizona

Past Performances:
Mesa Public Library, Glendale Public Library, Patriot Park Series, Concert series in Tubac and Wickenburg.

Contact Person:
Name: Gloria Meyers
Address: 715 W. Congress, Tucson, AZ 85745
Telephone: (602) 884-7951

Description of Performance:
Storytelling for children and adults. Audience participation with songs, chants, movement and acting. Mostly African and African American stories.

Fee Plus Mileage:
$100 per 45 to 60 minutes session plus mileage and expenses outside Tucson metro area.

Travel Range:
Arizona

Past Performances:
Mission Pubic Library, tutor/advisor for Tucson Unified School District African American studies.

Contact Person:
Name: Tom Middlebrook
Address: 1387 Meadow Lane, Cottonwood, AZ 86326
Phone:(602) 634-3858

Description of Performance:
Demonstrates and teaches art and cartooning. Age level should be school age and up.

Fee Plus Mileage:
Negotiable

Travel Range:
Verde Valley

Past Performance:
Cottonwood Public Library Summer Reading Program, Mingus Union High School

Contact Person:
Name: Jan Mike
Address: 1118 S. Mann Avenue, Tucson, AZ 85710
Phone: (602) 790-0732

Description of Performance:
Author of *Desert Seasons*, and cut and color paper doll books about Indians tribes of Arizona.

Fee Plus Mileage:
Varies plus mileage and expenses

Travel Range:
Tucson and Phoenix area

Past Performances:
Tucson schools, Phoenix Public Library

Contact Person:
Name: Ken Mikell
Address: 1285 Meadow Lane, Cottonwood, AZ 86326
Telephone: (602)634-6464

Description of Performance:
Western poetry, folklore, and music; Irish poetry folklore and music; Christmas and holiday programs; Dust bowl ballads, regular entertainer on the Arizona Central Railroad

Fee Plus Mileage:

$200, expenses negotiated

Travel Range:

Have guitar, will travel Arizona

Past Performances:
Coconino Center for Arts, Desert Botanical Gardens, Prescott Folk Festival, Arizona Storytellers Conference, Arizona Cowboy Poetry Gathering, performed for Phoenix Boys Choir, presenter at Yavapai Community College and NAU Elderhostels.

Contact Person:
Name: Dale E. Miller-Society of American Magicians
Address: 2348 Tee Dr., Lake Havasu City, AZ 86403
Phone: (602) 453-1309

Description of Performance:
No program fee, contact for mileage

Travel Range:
Contact for information

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:
Name: Warren E. Miller
Address: 106 Ponderosa Park, Prescott, AZ 86303
Telephone: (602) 445-8823

Description of Performance:
Folklorist Performer of American folk music, guitar, banjo, mandolin, autoharp, hammered and mountain dulcimers, vocals,

Fee Plus Mileage:

Travel Range:

Past Performances:
Sharlot Hall Museum, director of project on cowboy lore, 1984-present Sharlot Hall Museum Folk Music Festival, 1983 to present, performer of American folk music, guitar, banjo, mandolin, autoharp, hammered and mountain dulcimers, vocals, 1963 to present; Luthier, self employed, specializing in hand crafted American folk instruments, 1981-1984.

Contact Person:
Name: Mohave County Agricultural Extension, Jerry Olson
Address: 101 E. Beale St., Kingman, AZ 86401
Phone: (602) 753-3788

Description of Performance:
"Introduction to Photography," "Introduction to Insects."

Fee Plus Mileage:
No program fee, contact for mileage

Travel Range:
Contact for information

Past Performances:
Mohave County Library District, Charles C. Royall Memorial Library (Lake Havasu City)

Contact Person:
Name: Judi Moreillon
Address: 9221 E. Moenkopi Trail, Tucson, AZ 85749
Phone: (602) 749-8359

Description of Performance:
Arizona tales and multicultural folktales. Standard program, 45 minutes. Can speak to an entire school over the course of a day.

Fee Plus Mileage:
$50-$250/day (mileage included)

Travel Range:
Arizona during summer, Tucson area during school year

Past Performances:
Tucson Unified School District, Tucson Public Library

Contact Person:
Name: Music Performance Trust Funds; Phoenix Federation of Musicians,
Cindy Taylor, Administrator
Address: 1202 E. Oak St., Phoenix, AZ 85006
Phone: (602) 254-8838

Partially subsidizes performances at libraries and schools.
Will refer to area musicians. Hours: Wednesday and Friday 1-4 p.m.

Contact Person:
Name: Loretta Niebur
Address: 1141 E. Montebello Circle, #1, Phoenix, AZ 85014
Phone: (602) 274-2001

Description of Performance:
Plays clarinet and piano. Interactive program with children.

Fee Plus Mileage:
Call for fee

Travel Range:
Arizona

Past Performances:
Scottsdale Schools

Contact Person:
Name: John Nolander
Address: 2948 Quail Run Dr., Sierra Vista, AZ 85635
Phone: (602) 459-8339

Description of Performance:
Rollicking library programs for children using ventriloquism, magic, comedy and audience participation. The program emphasize the promotion of reading and use of libraries. All props and equipment are provided.

Fee Plus Mileage:
Program length, content and fees negotiable based on performance and library needs. Travel fees negotiable.

Travel Range:
Will travel as far north as Phoenix

Past Performances:
Sierra Vista Public Library, Copper Queen Library, Nogales Library, Tubac Library, Rio Rico Library, Benson Library, Douglas Library, Sierra Vista elementary schools, Willcox schools, Gaslight Theatre in Tucson.

Contact Person:

Name: Tony Norris
Address: 9475 Doney Park Lane, Flagstaff, AZ 86004
Phone: (602) 526-6684

Description of Performance:

Storyteller. Programs for children and adults that utilize song, story and poetry. Subjects include Arizona history and characters, cowboy stories, songs and poetry, folk tales and personal stories.

Fee Plus Mileage:

$100-$175 single concert appearance. Additional performances or workshops negotiable.

Travel Range:

Arizona

Past Performances:

Sharlot Hall Folk Festival, Encanto Park Folk Festival, National Cowboy Poetry Gathering, Elko, Nevada., various Arizona school systems

Contact Person:

Name: Northern Arizona Storytellers, Rico Moreno, Pres. or Grace O'Dair, Programs
Address: 1125 Shullenbarger Dr., Flagstaff, AZ 86001 (Grace O'Dair)
Phone: (602) 774-4187 (Grace O'Dair), (602) 773-8356 (Rico Moreno)

Description of Performance:

Numerous individual storytellers whose repertoires and prices vary. Subjects include Arizona history, children's stories, fantasy, English and Irish folk tales, holidays and religious stories.

Fee Plus Mileage:

$35-$50 for an individual plus mileage and expenses (45 minutes program)

Travel Range:

Primarily Northern Arizona

Past Performances:

Flagstaff Public Library, Williams Public Library, Coconino Center for the Arts.

Contact Person:

Name: Remi Ogunsile
Address: 6135 W. Berkeley, Phoenix, AZ 85035
Telephone: (602) 247-4854

Description of Performance:

Traditional African Story Telling: Animals/Domestic/Morals

Fee Plus Mileage:

$150 plus Lodging and Transportation

Travel Range:

Anywhere

Past Performances:

Contact Person:

Name: Debra Pasquerette, Director
Todd Cerveris - Assistant
Positive Force Players
Address: 5651 N. Seventh Street, Phoenix, AZ 85014
Telephone: (602) 277-7526

Description of Performance:

Designed to educate teens listening to teens on critical issues (drugs, alcohol abuse, drinking and driving, relationships and communication, sexual responsibility, pressure, suicide, etc.) All of the scripts are written and performed by teen players. Presented in a dramatic format intended for audiences ranging from 6th grade to college level although the program is intended more for teens. Holds workshops with performances that lasts an hour for an audience no larger than 75. Performs regularly for schools, social service organizations, churches and synagogues, city and state education programs.

Fee Plus Mileage:

Based on program selection plus travel expenses outside the metropolitan area. Call for fee quote.

Travel Range:

If out of the metropolitan area must call for booking of no later than 1 month from date of performance, preferably sooner.

Past Performances:

Reached over 25,000 people last season performing critical issues affecting today's youth. Received several awards including a Rocky Mountain Emmy Award and ACE award for cable excellence for their work on the television show "Video High".

Contact Person:

Name: Presto Magic Studio, Barry Schor
Address: 1550 E. University, Suite R, Mesa, AZ 85203

Telephone: (602) 464-4518

Description of Performance:

Professional magician specializing in family entertainment. Teaches magic to school age children ages 6-12 years in **one time two hour class.** Performs at parties, banquets, fund raisers, Bar Mitzvahs, conventions.

Fee Plus Mileage:

Cost per student $4.00 (for classes). Library programs negotiable

Travel Range:

Arizona

Past Performances:

Glendale Community College, Washington School District, Apache Junction Public Library, Chandler Public Library, Scottsdale Public Library, Jewish Community Center, Mesa Public Library

Contact Person:

Name: Pro-Impact Stunt Team, Lance Lyons
Address: 917 West Laguna Drive, Tempe, AZ 85282

Telephone: (602) 829-8864

Description of Performance:
Bicycle-Skateboard-Rollerblade demonstration. Needs parking lot or basketball court sized area

Fee Plus Mileage:
$425, $550, $775. There are several show packages. Price depends on number of people performing, number of ramps used.

Travel Range:
Arizona

Past Performances:
Chandler Public Library, Mesa Public Library, Glendale Public Library, 60 school shows

Contact Person:
Name: Puppet Pizazz, Joy Wade
Address: 1405 E. 3rd Place, Mesa, AZ 85203
Phone: 602/833-5577

Description of Performance:
Repertoire includes various puppet shows with marionettes. Theme shows, seasonal shows, birthday shows and custom shows for groups 5-250.

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performances:
Glendale Public Library, Mesa Public Library, Coolidge Public Library, Tempe Public Library

Contact Person:
Name: Lynda Riell
Address: 638 S. Camino Seco, Tucson, AZ 85710
Phone: (602) 298-5064

Description of Performance:
Storyteller. Tells folktales from Europe, and Southwest Indian legends. Specializes in fabric arts, loom and other crafts.

Fee Plus Mileage:
Fee varies with group, plus mileage and expenses.

Travel Range:
Arizona during summer, Pima County during school year

Past Performances:
Craft and period stories at Old Pueblo Museum, Tucson; Native American presentation at Bear Canyon Library.

Contact Person:

Name: Martin Juan Rivera, Sr.
Address: 1226 S. Bristol, Tucson, AZ 85713
Phone: (602) 323-1655

Description of Performance:

Storyteller. Tells stories from the Southwest, Native American tales, and scary stories. Spanish/English

Fee Plus Mileage:

$30/hour plus 30¢/mile plus expenses

Travel Range:

300 miles

Past Performances:

Tolleson Public Library, Littleton School District, Liberty School District, Nogales Public Library, Cochise County Public Library, Gilbert School District

Contact Person:

Name: "Loca Rosa" a.k.a. Tish Dvorkin
Address: 8043 East Irwin Avenue, Mesa AZ 85208
Telephone: (602) 986-6016

Description of Performance:

"Loca Rosa" appears in costume, plays guitar, lute and balalaika and sings songs from around the world. Her repertoire includes ethnic, folk, old time favorites, standards, pop, rock, blues, country, show tunes, comedy and original songs. She sings in many languages which include Yiddish, Hebrew, Russian, Spanish and French as well as English, Irish and Scottish songs. Programs designed for children, families or adults.

Fee Plus Mileage:

Inside greater Phoenix area (50 mile radius) fees range from $100 to $400+. Outside greater Phoenix area fee negotiable with mileage 25¢ per mile less first 50 miles each round trip; food/lodging, $60 per day.

Travel Range:

Anywhere

Past Performances:

East Mesa Branch of Mesa Public Library, Renaissance Festival, Scottsdale Arts Festival, Gilbert Public Library

Contact Person:

Name: Jeffrey Sadow, Creative Arts Specialist
Address: 8413 E. Wilshire Dr., Scottsdale, AZ 85257
Phone: (602) 990-8605

Description of Performance:

Multiethnic storytelling with music and instruments. Flexible and will adapt to needs of libraries.

Fee Plus Mileage:

Negotiable

Travel Range:

Loves to travel Arizona

Past Performances:
Glendale Public Library, Scottsdale Public Library

Contact Person:
Name: Joan Sandin
Address: 2340 E. 4th St., Tucson, AZ 85719
Phone: (602) 881-4481

Description of Performance:
Author/Illustrator of *Danny and Snowshoe Thompson* and *The Long Way* series about a Swedish family's immigration; illustrated the *I Can Read* series. Translated the Linnea books from Swedish to English. Prefers small groups (around 30). Workshop type presentation: Traces a book from idea to finished product. Audience participation.

Fee Plus Mileage:
45 minutes presentation starts at $300; travel time, mileage and expenses to be negotiated. Suggests two or more libraries cooperate in scheduling her.

Travel Range:
Arizona

Past Performances:
Schools, teacher's and librarian's conferences, speaker at Arizona State Library Association and the International Reading Association Regional Conference.

Contact Person:
Name: Dick Schick
Address: 1869 North Ellis, Chandler, AZ 85224-7810
Telephone: (602) 838-1608, (W) (602)838-4043

Description of Performance:
Marionette show and magic show. Uses an anti-drug theme. Marionettes do tricks (Vaudeville). Lots of audience participation.

Fee Plus Mileage:
$175 1st show, price is adjusted for additional shows. No travel fee within metro Phoenix area. Outside metro Phoenix, mileage.

Travel Range:
Arizona

Past Performances:
Chandler Public Library, Phoenix Public Library, major fairs in State.

Contact Person:
Name: Mimi Schlicht
Address: 1414 W. Keats Mesa, AZ 85202
Telephone: (602) 730-1230

Description of Performance
Video presentation. "Child Care and Accident Prevention Class". American Red Cross Certified Babysitting Courses, teaches water, fire and personal safety; babysitting responsibilities and child care. Class is 8 hours and maximum attendance is 15.

Fee Plus Mileage:
Negotiable. Red Cross has fee which they will bill the library.

Travel Range:
Open (Negotiable)

Past Performances:
She has given this same class for Scottsdale Parks & Recreation, Mesa Parks & Recreation, Mesa Public Schools, Dobson Ranch Association, Girls Scouts, Bethany Community Church, and various other organizations.

Contact Person:
Name: Susan Seats (Magician)
Address: 4554 E. Paradise Village, Parkway North, Phoenix, AZ 85032
Telephone: (602) 996-4363

Description of Performance:
Performs magic tricks, close-up magic tricks, teaches magic to children ages 3 and up, teaches self-esteem and creativity skills through magic and can make balloon animals.

Fee Plus Mileage:
Charge $45-$50 for private birthdays or negotiable

Travel Range:
Phoenix metropolitan area. Will go to out of town locations provided they reimburse mileage.

Past Performances:
Has done volunteer shows at schools and nursing homes; taught coping skills at schools; and performed on the Jerry Lewis MDA, Illinois Chapter telethon in 1987.

Contact Person:
Name: Murray Shaw
Address: 3601 North 5th Avenue, #106, Phoenix, AZ 85013
Telephone: (602) 264-5261

Description of Performance:
Author of condensed Sherlock Holmes stories for children. Will present booktalks.

Fee Plus Mileage:
$100

Travel Range:
Greater Phoenix; Mesa; Chandler

Past Performances:

Contact Person:
Name: Smokey the Bear-U.S. Forest Service, Coconino National Forest, Bill Krushak
Address: Peaks Ranger Station, 5010 N. Hwy. 89, Flagstaff, AZ 86004
Phone: (602) 526-0866

Description of Performance:
Smokey the Bear and puppets present programs on camping safety and fire prevention.

Fee Plus Mileage:
No fee; mileage may be required

Travel Range:
Northern Arizona only

Past Performances:
Flagstaff Public Library

Contact Person:
Name: Society for Creative Anacronism
Alan Shaw, State Coordinator
Address: 551 N. Temple, Mesa, AZ 85203
Telephone: (602) 962-6355

Description of Performance:
Demonstrates costumes, food and drink, and activities of the Middle Ages. Can recreate fighting with weapons if wanted. Tailored to age group.

Fee Plus Mileage:
Usually free

Travel Range:
Arizona. Alan Shaw will refer to group closest to requesting library.

Past Performances:
Mesa Public Library

Contact Person:
Name: John Stansfield
Address: P.O. Box 588, Monument, CO 80132
Telephone: (719) 481-3202

Description of Performance:
Professional storyteller with 14 years experience offering entertaining programs of folklore, ballad, Western history and literature for children and adults. Workshops and courses in storytelling also offered.

Fee Plus Mileage:
$90 to $250/day, depending on the number of programs, plus mileage.

Travel Range:
Have stories, will travel

Past Performances:
Arizona Library Association, Glendale Public Library, National Council of Teachers of English, Yellowstone Park staff, Rocky Mountain Storytelling Festival, Outward Bound.

Contact Person:
Name: Starlight Planetarium Productions, Brian Dewelles
Address: 7406 W. Paradise Dr., Peoria, AZ 85345
Phone: (602) 486-0102

Description of Performance
Informative and entertaining sky show put on with professional equipment at your location. Brings own video projection system and portable planetarium dome. Shows can be designed for any age group.

Fee Plus Mileage:
$49.50 for 45 minute show, each additional show on the same day $39.50 per show.

Travel Range:
Arizona

Past Performances:

Contact Person:
Name: Michael Steele
Address: P.O. Box 820, Clarkdale, AZ 86324
Phone: (602) 634-7985

Description of Performance:
45 minute show consisting of magic illusion, professional yo-yo demonstration, juggling, and live music (he plays the flute).

Fee Plus Mileage:
Minimum: $100

Travel Range:
Northern Arizona, no further South than Phoenix.

Past Performances:
Glendale Public Library, Peoria Public Library, Cottonwood Public Library, Sedona Public Library, Camp Verde Public Library

Contact Person:
Name: Susan Steere
Address: P.O. Box 1508, Tucson, AZ 85702
Phone: (602) 792-2698

Description of Performance:
Author/Illustrator of children's book, *Reef and the Wrasse* and *Pangaea*. Some Spanish.

Fee Plus Mileage:
No fee, mileage and expenses only.

Travel Range:
Arizona

Past Performances
Tanque Verde School-Tucson

Contact Person:
Name: Story Peddlers: Judy McKinley and Linda Harper
Address: 437 W. Acoma Dr., Peoria, AZ 85381
Phone: (602) 979-4875

Description of Performance:
Twice the Tales, storytelling. Multicultural stories, environmental stories and just plain fun stories.

Fee Plus Mileage:
$75 for 40 min. program, plus $.25 per mile over 50 miles plus expenses (or meals/lodging provided)

Travel Range:
Arizona

Past Performances:
Havasu City School District, Mingus Mountain Storytelling Conference, Washington School District (Phoenix)

Contact Person:
Name: String Sounds, Susan Smith
Address: 3944 East Oak Street, Phoenix, AZ 85008
Telephone: (602) 275-7790

Description of Performance:
String quartet. They play music around a theme that combines children's books with music; for example, *Books That Make Us Laugh*.

Fee Plus Mileage:
Mileage and expenses included in fee and calculated by Music Performance Trust Fund.

Travel Range:
Anywhere in Arizona, unless too far to be cost effective.

Past Performances:
Chandler Public Library, Apache Junction Public Library, Prescott Public Library, Miami Memorial Library, Globe Public Library

Contact Person
Name: Stan Tang
Address: 5201 N. 24th Street #105 Phoenix, AZ 85016
Phone: (602) 553-8166

Description of Performance
Free lance Illustrator and Cartoonist. Will teach techniques on cartooning, illustration, and basic drawing

Fee Plus Mileage:
Cost of drawing materials per student

Travel Range:
Phoenix metropolitan area

Past Performances:
Taught after school classes for latch-key kids at Hopi Elementary School. Also given cartooning workshops in Mesa and California

Contact Person:
Name: The Arboretum of Flagstaff, Judy Hite, Education Director
Address: P.O. Box 670, Flagstaff, AZ 86002
Phone: (602) 774-1441

Description of Performance:
Variety of programs and crafts relating to plants. Example: making catnip mice.

Fee Plus Mileage:
Call for information

Travel Range:
Northern Arizona

Past Performances:
Flagstaff Public Library, Williams Public Library. Presented programs in Cottonwood, Show Low, Payson, Springerville and Gallup, NM.

Contact Person:
Name: The Arizona Historical Society, Pat Walton
Address: 1300 N. College, Tempe, AZ 85281
Phone: (602) 929-0292

Description of Performance:
Living History Outreach Program. Historical character comes in costume with appropriate props and gives a 30 to 45 minute presentation. Characters include a mountain man, conquistador, Jack Swilling, Henry Garfias, Martha Summerhays, Lt. Henry Flipper, El Vaquero, Pleasant Valley ranch wife, John Rhoads, Tom Rynning, Sharlot Hall, Frances Willard Munds, Marshal Jack Allen, Apache scout

Fee Plus Mileage:
$45 per presentation. Outside 50 mile radius of Phoenix, the fee doubles.

Travel Range:
Arizona

Past Performances:
Maricopa County Library System, Mesa Public Library, Chandler Public Library

Contact Person:
Name: The Heard Museum, Education Services; Roger McKinney, Gina Laczko
Address: 22 East Monte Vista Road, Phoenix, AZ 85004
Telephone: (602)252-8840

Description of Performance:
Speakers Bureau

Fee Plus Mileage:
Free

Travel Range:
Arizona

Past Performances:
Gilbert Public Library, Apache Junction Public Library

Contact Person:
Name: Libba Tracy
Address: 9808 North 39th Street, Phoenix, AZ 85028
Telephone: (602) 996-7810

Description of Performance:
Illustrator of children's literature including *This House is Made of Mud, Building a Bridge, It Rained on the Desert Today* (1994).

Fee Plus Mileage:
Negotiable for 45 minutes to 60 minutes talk and workshop enhancing a child's ability to interpret a story into imagery.

Travel Range:
Phoenix area

Past Performances:
Apache Junction Public Library, Phoenix area schools

Contact Person:
Name: Tammy Vaughter
Address: 6198 East River Run Drive, Cottonwood, AZ 86326
Phone:(602) 634-9796 or Home (602) 646-6163

Description of Performance:
Will bring and show a selection of exotic and unusual pets and teach the children about them. In some cases they will be able to pet the animals.

Fee Plus Mileage:
Mileage only

Travel Range:
Within 150 miles of Cottonwood

Past Performance:
Cottonwood Public Library Summer Reading Program, Cottonwood Public Schools and Day care facilities

Contact Person:
Name: Margie Walsh
Mesa Youth Placement Service
Address: 1025 N. Country Club Drive, Mesa, AZ 85201
Telephone: (602) 649-2150

Description of Performance:
Workshops on job seeking skills, self esteem, junior high success. Will hold a workshop for 7th graders in August.

Fee Plus Mileage:
Free

Travel Range:
Metropolitan areas

Past Performances:

Contact Person:
Name: Fran Weissenberg
Address: 2720 N. Swan, Apt. 11D, Tucson, AZ 85712
Phone: (602) 881-5827

Description of Performance:
Author of *The Streets are Paved with Gold*, the story of an immigrant growing up in the melting pot of Brooklyn. Articles about bibliotherapy. Speaks to children and adults. Received the Sidney Taylor Award from the Association of Jewish Libraries.

Fee Plus Mileage:
$25 plus mileage

Travel Range:
100 mile radius from Tucson

Past Performances:
Copper Creek School (Tucson), Pima Retired Teacher's Association, Synagogues

Contact Person:
Name: Gene Williams
Creative Associates
Address: 19333 E. Ocotillo Road Queen Creek, AZ 85242
Telephone: 987-3665

Description of Performance:
Creative writing and how to get it published. Teaches students by analyzing a story to improve their writing skills and write as well as the professionals. Holds seminars and teaches workshops. Also has a business that does videos, art, designs, topography, and printing.

Fee Plus Mileage:
Negotiable, depending on what the occasion is

Travel Range:
Metropolitan area. Will go out of town is worth his time.

Past Performances:
Held after school programs at libraries for students on improving their writing skills

Contact Person:
Name: John Williams
Address: P.O. Box 2207, Chino Valley, AZ 86323-2207
Phone: (602)636-0651

Description of Performance:
Educational Entertainment Experiences for children. He plays guitar and does sing-alongs getting the children involved in the music.

Fee Plus Mileage:
Negotiable

Travel Range:
Anywhere in Arizona

Past Performance:
Cottonwood Public Library, Prescott Public Library, Pioneers Home in Prescott, Charly's in Flagstaff, Fiddler's Dream in Phoenix, Thirsty Ear in Chino Valley.

Contact Person:
Name: Diane Winslow
Address: 137 Mountain Morning Drive, Tucson, AZ 85704
Phone: (602) 742-0662

Description of Performance:
Storytelling, evenings and weekends only

Fee Plus Mileage:
$100/hour. Workshops $250, Out of State, fee + travel, lodging and expenses

Travel Range:
Anywhere

Past Performances:
Desert Winds Elementary School, Casa Grande School District, Tucson Unified School District, Marana School District.

Contact Person:
Name: Woodsy the Owl-U.S. Forest Service, Coconino National Forest, Christina McKerracher
Address: 2323 E. Greenlaw Lane, Flagstaff, AZ 86004
Phone: (602) 527-3600

Description of Performance:
Woodsy the Owl presents programs on environmental awareness and litter prevention.

Fee Plus Mileage:
No fee; mileage may be required

Travel Range:
Northern Arizona only

Past Performances:
Flagstaff Public Library

Contact Person:
Name: Wu Shu the Chinese "Art" of Self Defense, Kenny Perez
Address: 8133 W. Coolidge St., Phoenix, AZ 85033
Phone: (602) 846-4111

Description of Performance:
The discipline of Wu Shu using music, colorful costumes, contortionism, juggling routines, skits, Chinese opera performed as art. Purpose is to give a clear view of the art form of martial arts.

Fee Plus Mileage:
Negotiable

Travel Range:
Arizona

Past Performances:
Glendale Public Library, Mesa Public Library

Contact Person:
Name: Mauryne Young, Coordinator
Address: 5651 N. 7th Street Phoenix, AZ 85014
Phone: 265-2495

Description of Performance:
National Family Sexuality Education Month Programs (October). Various programs in English and Spanish for parents and children. Scheduled to do programs at Mesquite and Dobson Ranch Branches in October.

Fee Plus Mileage:
No charge

Travel Range:
Maricopa County mostly but will travel to other areas.

Past Performances:
Presentations in Mesa and Gilbert area schools, clubs and various organizations

Contact Person:
Name: David Zacarte
Address: 13224 Halcourt St., Norwalk, CA 90650
Phone:(800) 525-7269, (310)/868-9420

Description of Performance:
Comic, ventriloquist, magician. Professional children's or family shows, will bring lighting and sound system. Will adapt show to requested theme.

Fee Plus Mileage:
$175 for one show, $225 for two shows on same day. Discount available for multiple shows at various library's.

Travel Range:
Anywhere

Past Performance:
Florence Public Library, Casa Grande Public Library

ABC School Supply, Inc. 3312 N. Berkeley Lake Road, Duluth, GA 30136. 1-800-669-4222.
Hand puppets, craft supplies, prizes, flannel boards, games, records, etc.

ALA Graphics. American Library Association, 50 E. Huron Street, Chicago, IL 60611. 1-800-545-2433.
General posters, calendars , decorations for libraries.

Accent Annex. 1120 S. Jeff Davis Parkway, New Orleans, LA 70125-9901. 1-800-322-2368.
Novelties and trinkets including masks and hats.

Building Blocks. 38W567 Brindlewood, Elgin, IL 60123. 1-708-742-1013.
A catalog of idea books: bulletin boards, felt boards, exploring art, fingerplays, puppets, clay modeling projects, singing games, etc.

Child Graphics Press. P. O. Box 7771, Hilton Head Island, SC 29938. 1-800-543-4880.
Primarily posters and "novel unit teacher's guides" which contain bulletin board ideas and activities. Guides available for *Nate the Great and the Sticky Case, Encyclopedia Brown, From the Mixed Up Files of Mrs. Basil E. Frankweiler, Harriet the Spy,* and *Who Really Killed Cock Robin?* (page vii).

Children's Book Council. Order Center, 350 Scotland Road, Orange, NJ 07050. 1-800-999-2160.
Colorful posters and certificates for summer reading programs.

Dakin,Inc. P. O. Box 7200--Order Department, San Francisco, CA 94120-9977. 1-800-227-6598. Linda Pazola, local sales representative will show samples and take orders, 602-493-1773. Minimum order $250.00.
Pink panther plush animal, mascot of the Inspector Closeau series, in small at $10.00, medium at $20.00 and large at $40.00. 15" Barney dinosaur body puppet at $25.00. Carries Clifford the Big Red Dog items and Babysitter Club items.

DEMCO, Inc. P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 1-800-245-1329.
Explore Your Library posters and promotional items including plastic pith helmet (on pages 10 and 11 of the Spring 1993 catalog).

Highsmith. West 5527 Highway 106, P. O. Box 800, Fort Atkinson, WI 53538-0800. 1-800-438-1637.

JanWay Company. 11 Academy Road, Cogan Station, PA 17728-9300.1-800-877-5242.
Personalized promotional items for libraries: magnets, buttons, bags, bumper stickers, mugs, pens and pencils, shirts and caps.

Johnson Specialties. P. O. Box 357, Cedar Hurst, NY 11516-0357. 1-800-221-6714.
Catalog of trinkets and inexpensive items. Treasure chests in a variety of sizes (on page 24).

Kids & Things (DEMCO), P. O. Box 7767, Fresno, CA 93747-7767. 1-800-356-1200. FAX 800-245-1329.
Zoo, sea life and storybook character puppets; animal face masks (on pages 54 and 55 of the 1993 annual catalog); blank jigsaw puzzles (on page 70 of the 1993 annual catalog).

Kidstamps. P. O. Box 18699, Cleveland Heights, OH 44118. 1-800-727-5437.
Inexpensive rubber stamps of all sorts. Detective Mole and Piet Potter stamps (page 24) and a detective stamp (page 27).

Library Clip Art Book. Em Graphics, Box 8233, Greenville, NC 27835-8233. 1-919-355-2478.
140 reproducible drawings designed by a library community relations coordinator specifically for library themes and services. $50 per volume plus $3 shipping.

Music for Little People. P. O. Box 1460, Redway, CA 95560. 1-800-727-2233.
Audio and video cassettes, musical instruments, some costumes and activity kits.

Oriental Trading Company, Inc. P. O. Box 3407, Omaha, NE 68103. 1-800-327-9678 for catalog requests. 1-800-228-2269 for orders.
Catalog includes a range of inexpensive trinkets and promotional items, INCLUDING MAGNIFYING GLASSES, binoculars and play eyeglasses. Inexpensive prizes can be ordered in bulk; some decorations and crafts materials.

Rivershore Reading Store. 2005 32nd Street, Rock Island, IL 61201. 1-309-788-7717.
"Official detective" Mystery Club Buttons, and Sherlock Holmes hats (see page 23).

S&S Educational Products. P. O. Box 513, Colchester, CT 06415-0513. 1-800-243-9232.
Craft kits and supplies.

Sherman Specialty Company, Inc. P. O. Box 401, Merrick NY 11566. 1-800-645-6513 or 1-800-669-7437.
Various trinkets, small toys and treasure chests. Small magnifying glass (on page 7 of catalog) and animal magnifying glass (on page 13).

Smilemakers, Inc. P. O. Box 2543, Spartanburg, SC 29304-2543. 1-800-825-8085.
Stickers and toys. Treasure chests contain eyeglasses, nose and mustache disguise kits, Chinese handcuffs, and compasses.

T. S. Dension and Co., Inc. 9601 Newton Ave. S., Minneapolis, MN 55431. 1-800-328-3831.
Theme of the 1993 catalog, "Investigate Reading." Story masks (page 7); discovery themes information cards which contain reading and art activities on various topics (page 20).

U.S. Toy Co., Inc. 1227 East 119th Street, Grandview, MO 64030. 1-800-832-0224, or 1-800-255-6124.
Carnival toys and decorations. Police and sheriff badges (on pages 67 and 69) and mini-notebooks (page 70). Disguise set (page 71); magnifying glass (on pages 73 and 75 of 1993 catalog).

Upstart. 32 East Avenue, Hagerstown, MD 21740. 1-800-448-4887.
Reading and library promotional items. Posters, decorations, bookmarks, bags, prizes for libraries. The Spring 1993 catalog, p. 9 has an "I got it at the Library" book bag which coordinates with our GET A CLUE theme. On p. 21 of another Spring 1993 catalog, Book, Sassafras Holmes and the Library Mysteries teaches the Dewey Decimal System, library manners and book care.

Wonderstorms. Room 232, 1278 West Ninth Street, Cleveland OH 44133-1067. 1-800-521-6600. The Spring 1993 catalog had several kits relevant to this year's theme: Research Skills kit (p. 2), 6 posters and 200 bookmarks; Look It Up kit (p. 10), 1 mobile, 12 posters, bookmarks, stickers, etc.: Look in a Book kit (p 12), 3 posters and 1 pop-out; Get on the Trail of an Animal Tale(p. 12), 1 poster, 1 mobile, bookmarks and reading certificates; Explore the World of Fiction (p. 14), posters, bookmarks, etc. Reading motivators, tall tale masks: page 6 of 1993 catalog.

RESOURCE MATERIALS

Government Publications:

Government publications are available at low cost and in bulk quantities. Some of the titles below may coordinate with or supplement programs you choose to do this summer. Libraries may wish to order a quantity of the publications for distribution to interested parents, or for distribution to the general public.

The following publications may be ordered from:
R. Woods, Consumer Information Center, Pueblo, CO 81009

BOOKS FOR CHILDREN #8
A listing of 100+ of the best children's books recently published, from preschool to high school levels. 1992. $1. Item 101Z. 23pp.

HELPING YOUR CHILD LEARN GEOGRAPHY.
For children 3 to 10: fun ways to learn geography. 1990. $.50,. Item 414Y. 33pp.

HELPING YOUR CHILD LEARN MATH.
Free, 2 copies maximum. Item 612Z.

HELPING YOUR CHILD LEARN SCIENCE.
Some science basics plus fun activities for parents and children to do jointly. 1992 $3.25. Item 143Z. 64pp.

HELPING YOUR CHILD LEARN TO READ.
Free, 2 copies maximum. Item 617Z.

HELPING YOUR CHILD USE THE LIBRARY.
1992. $.50,. Item 415Z. 23pp.

TIMELESS CLASSICS.
lists nearly 400 books published before 1960 for children of all ages. 1991. $.50,. Item 417Y.

YOU CAN HELP YOUR YOUNG CHILD LEARN MATHEMATICS.
Fun ideas to connect real life experiences with mathematics. 1991. $.50,. Item 412Y.

From the Government Printing Office, the following titles are available. Call the GPO Order Desk for prices (202)-783-3238. Give the stock number.

COMO AYUDAR A SUS HIJOS A APRENDER CIENCIA.
1992. Stock number 065-000-00521-2. 64pp.

From Library Programs/Office of Educational Research and Improvement, U. S. Department of Education, 555 New Jersey Ave., NW, Room 402, Washington, DC 20208 (202)-208-0969

COMO AYUDAR A SUS HIJOS A USAR LA BIBLIOTECA.
1992. 25pp.

RESOURCE ORGANIZATIONS

AMERICAN HUMANE EDUCATION SOCIETY, 350 S. Huntington Avenue, Boston, MA 02130; (617) 522-7400. Educational affiliate of the Massachusetts Society; for the Prevention of Cruelty to Animals. Publish relatively low cost materials about helping animals, including **The best of Animalia** (stories, games, facts), $1.25 and Living With Animals poster, $.50.

BAKER STREET IRREGULARS (Sherlock Holmes) (BSI), 34 Pierson Avenue Norwood, NJ 07648, (201) 768-2241. Persons interested in the fictional detective Sherlock Holmes, his fictional biographer Dr. Watson, and writings about them. Studies and explicates on Sherlock Holmes and his world. Sponsors silver blaze handicap (a horse race); awards Irregular Shillings to members who have shown serious interest over a period of years.

CHILDREN'S BOOK COUNCIL, INC. 568 Broadway, New York, NY 10012; (212) 966-1990. Nonprofit trade association of children's book publishers. Publishes promotional, display and informational materials on reading. Lists free bookmarks, posters and packets which can be obtained from publishers.

INTERNATIONAL SECURITY AND DETECTIVE ALLIANCE (Investigation) (ISDA), P.O. Box 6303, Corpus Christi, TX 78466-6303(512) 888-6164, H. Roehm, Ph.D., Executive Director. Private investigators security and police officers, military personnel, investigative reporters, writers, researcher; interested others. Seeks to: maintain an international referral network; support the advancement of and a positive media image of the independent operators; enroll professionals and interested citizens in the field of security and investigation. Provides educational and informational materials and courses.

LOWELL OBSERVATORY, Bill Buckingham, 1400 Mars Hill Road, Flagstaff, AZ 86001; (602) 774-3358. Posters, star charts, books and kits relating to astronomy. Will answer questions by phone on upcoming astronomical events. Write for catalog.

MYSTERY WRITERS OF AMERICA (MWA), 17 E. 47th Street, 6th Floor, New York, NY 10017, (212) 888-8171. Professional writers in the mystery-crime field; unpublished writers in this filed and affiliate members; publishers and agents are associate members. Provides annual mystery symposium/workshop. Sponsors annual Edgar Allan Poe awards.

NATIONAL AUDUBON SOCIETY, National Education Office, RR# 1, Box 171, Sharon, CT 06069; (203)-364-0520. Posters, kits with teacher's guides available. Publishes Audubon Adventure, newspaper for students. Single issue price $2.50. Audubon adventures cassette tape with songbook can be photocopied for hand-outs, $17.50. Coral reef-sunken treasure poster, $6.95. Catalog available.

NATIONAL CRIME PREVENTION COUNCIL, 1700 K Street, N.W., 2nd Floor, Washington, DC 20006; (202)466-NCPC. A nonprofit organization that publishes **Your Inside Look at Crime,** free. A primer on crime prevention. Catalog available on request which lists books, brochures, kits of camera-ready masters, posters, etc. available, most for a fee.

BEST COPY AVAILABLE

NATIONAL ENERGY FOUNDATION, 5160 Wiley Post Way, Suite 200, Salt Lake City, UT 84116; (801) 539-1406. Offer posters, activity kits, activity guides, lesson plans. Will send catalog on request.

NATIONAL GEOGRAPHIC SOCIETY, Educational Services, P.O. Box 98019, Washington, DC 20090-8019; order number (800) 368-2728. Learning kits, prints, posters, books, magazines, videos and filmstrips available.

NATIONAL WILDLIFE FEDERATION, 1412 16th Street N.W., Washington, D.C. 20037-2266. Will send back issues of Ranger Rick, International Wildlife and National Wildlife for price of postage and with minimum order of 25 copies of any one issue. They have teacher's packets and information catalog of programs and projects related to National Wildlife Week.

PRAED STREET IRREGULARS (Authors) (PSI), c/o Lt. Col. Theodore G. Schulz, Pontine Marshes, 17 Mt. Lassen Drive, San Rafael, CA 94903, (415) 479-6554. Individuals interested in the Solar Pons stories of Wisconsin author August Derleth (1909-71); fans of Sherlock Holmes and detective and mystery fiction. Group is a self-proclaimed "gentle spoof" of the Baker Street Irregulars (see separate entry); Solar Pons is known as the Sherlock Holmes of Praed Street. Presents annual Praed Penny Award. Maintains speakers' bureau; sponsors competitions.

THE PLANETARY SOCIETY, 65 North Catalina Avenue. Pasadena. CA 91106; (818) 793-5100. This society has as one of its goals to involve students in a deeper understanding of planetary exploration. They sell media science kits. Each kit includes at least one video, chart, laser print and poster. They will send free upon request a "MarsLink" preview packet, or "Sister Worlds: Earth and Venus" packet that includes fact sheets, a list of additional resources and suggestions for public events.

WORLD ASSOCIATION OF DETECTIVES (Investigation) (WAD), P.O. Box 1049, Severna Park, MD 21146, (410) 544-0119. Executives of private investigation and security agencies. Promotes high ethical practices and seeks to imbue members with attitudes of efficiency and responsibility. Provides members with referral work. Bestows awards.

YOUNG ENTOMOLOGISTS SOCIETY, International Headquarters, 1915 Peggy Place, Lansing, MI 48910. This society offers a directory of children's books and a catalog of materials, posters and puppets. "Six Legged Science," is a handbook of activities which comes with a teacher's guide. A catalog will be sent upon request. They will send a book list developed around a requested theme with the request and a self addressed stamped envelope.

IDEAS

Anyone can come up with a bulletin board or display for this year's theme. The theme lends itself to so many topics: mysteries, secrets, exploring, shadows, ghosts, treasure, detectives, super sleuths, casseroles. how do you utilize displays to carry through on the theme? Not only can bulletin boards show it off, but also wall hangings, mobiles, life-sized figures (mascots), window decorations, kites, props, etc.

The poster itself will provide wonderful ideas and the figures could be used individually as focal points for bulletin boards. They will make great mobiles and window displays. Just keep in mind that you want the library to look exciting and interesting. (Unfortunately, we must complete!) Following are some of our ideas. And we know you will be able to come up with more of your own.

DISPLAY and BULLETIN BOARD HINT:

Remember to make them as appealing as possible. The use of three-dimensional materials will be eye-catching. For instance, the use of disguises such as mustaches, beards, eyeglasses, eye patches, might be one way to dress up your bulletin board. Other props might include detective hats, magnifying glasses, a Clue game, flashlight, notepad and pencil, even dusting powder for dusting fingerprints, and of course, footprints, hand prints, animal tracks and finger prints.

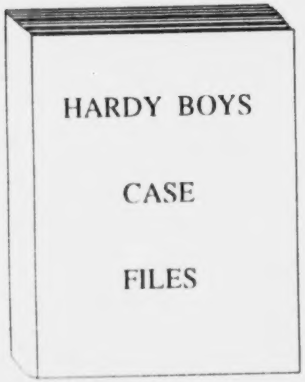
BULLETIN BOARDS

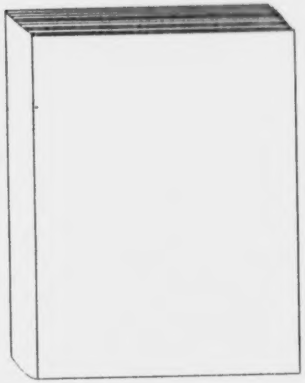
1) Some of our ideas are pretty basic. At the top of the bulletin board in big letters attach the words, **Get a Clue at the Library**. Use book jackets from different mystery novels and have each one personified with a prop of appropriate kind. (See sample).

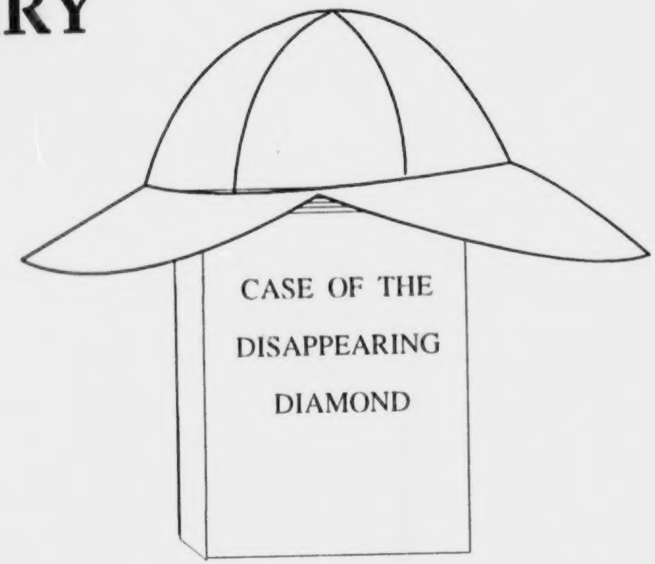
2) A giant word search makes a great display. You can highlight the words **GET A CLUE** in the midst of mixed letters, or use **GET A CLUE in** the whole word search and highlight just one of them (See sample.) For each book, read, a participant gets a letter to add to the word search. When added, the letter must be in order, to spell out **GET A CLUE.**

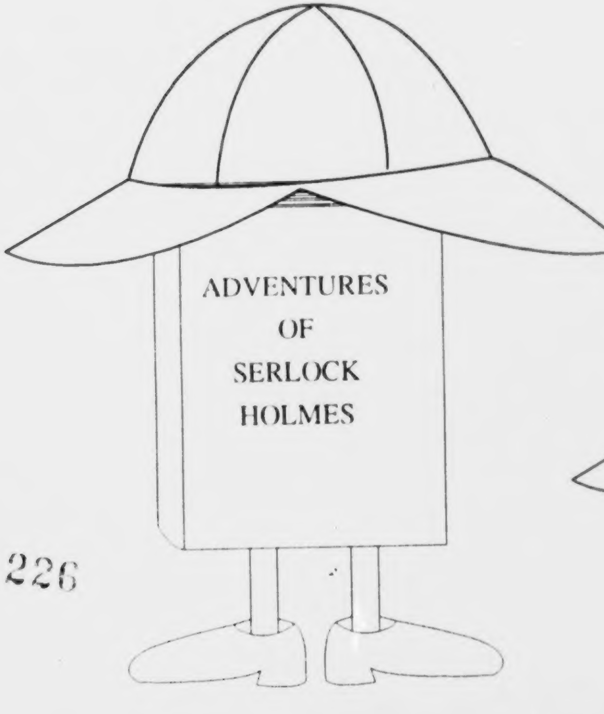
3) Similar to number 1, use **Get a Clue at the Library** with different pictures of samples of various media available in the library. Ex: book, newspaper, video, magazine, audiocassette, puzzle, etc.

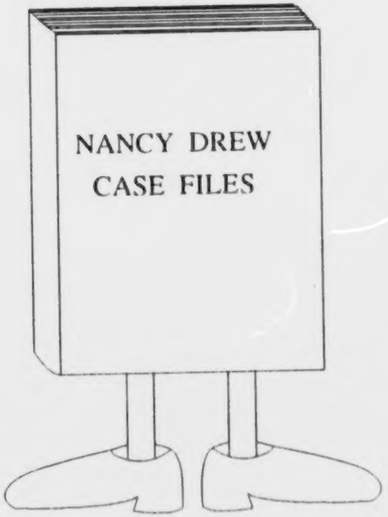
GET A CLUE AT THE LIBRARY


HARDY BOYS
CASE
FILES




CASE OF THE
DISAPPEARING
DIAMOND


ADVENTURES
OF
SERLOCK
HOLMES

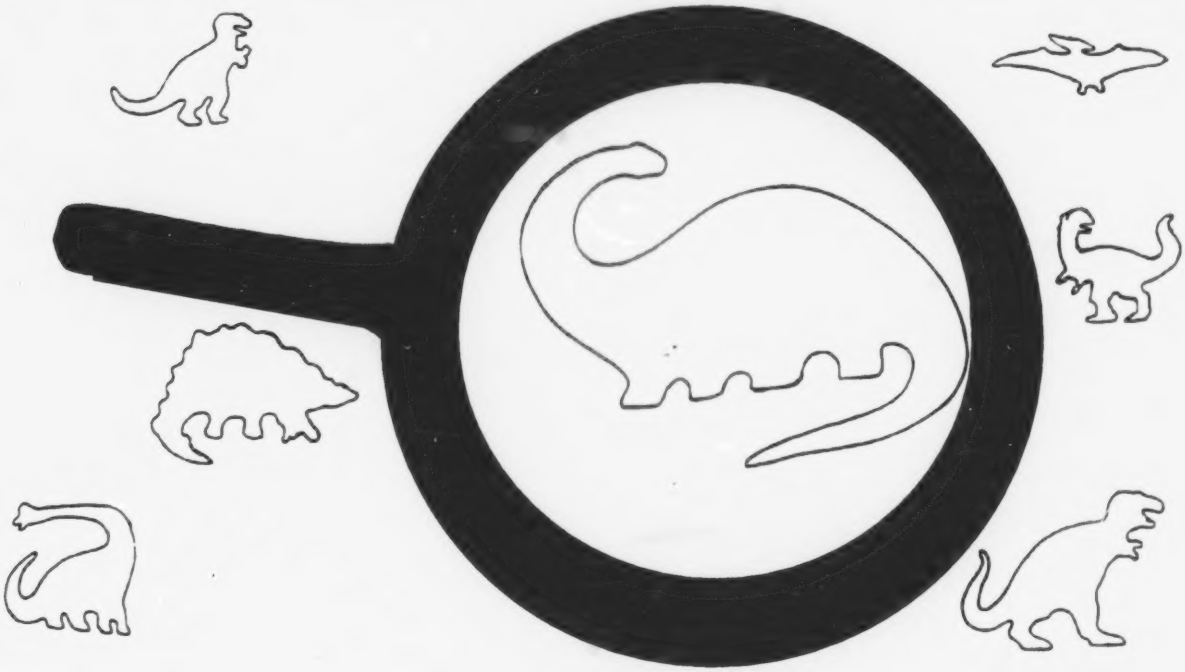

NANCY DREW
CASE FILES

For each book read child gets a letter to add to the word search. When added, letter must be in order, to make **Get A Clue**.

			G	E	T	A	C	L	U	E	E			E					
				U						U				U					
				L					L					L					
G	E	T	A	C	L	U	E	C						C					
				A			A							A					
				T		T								T					
				E	E		G	E	T	A	C	L	U	E					
				G										G					
G	E	T	A	C	L	U	E												

For each book read child gets a letter to add to the word search. When added, letter must be in order to make **Get A Clue**.

4) Other bulletin boards can be built upon the magnifying glass theme. Be a (nature, dinosaur, star, library, - you fill in the blank!) Detective, is one idea. Here is a sample layout of Be A Dinosaur Detective, using the magnifying glass theme. (Included are reproducible dinosaur figures and animal tracks for the bulletin board; and instructions for making the magnifying glass;



Besides Be a Dinosaur Detective, many other bulletin boards could be built on this theme: Be a Nature Detective, Be a star Detective, Be a Library Detective. You fill in the subject!

Some activity sheets which are related to these themes are:

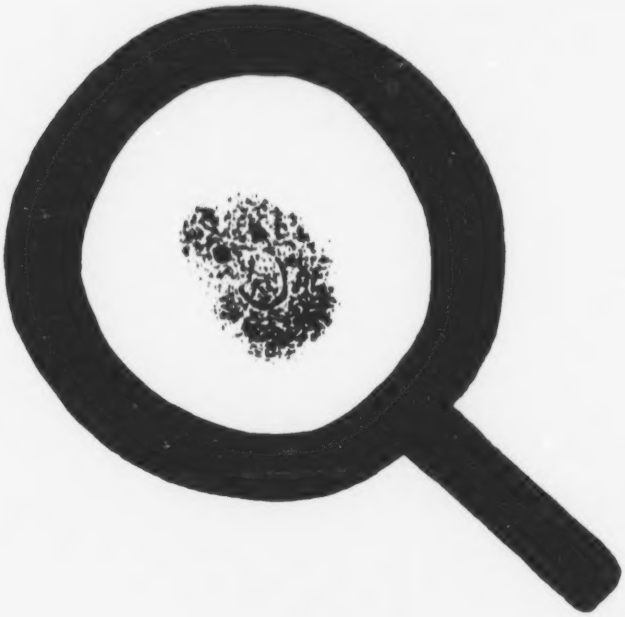
Be a Book Detective	(2 checklist games)
Library Treasure Hunt	(Checklist)
Library Treasure Hunt	(map maze)
Be an Animal Detective	(matching game)

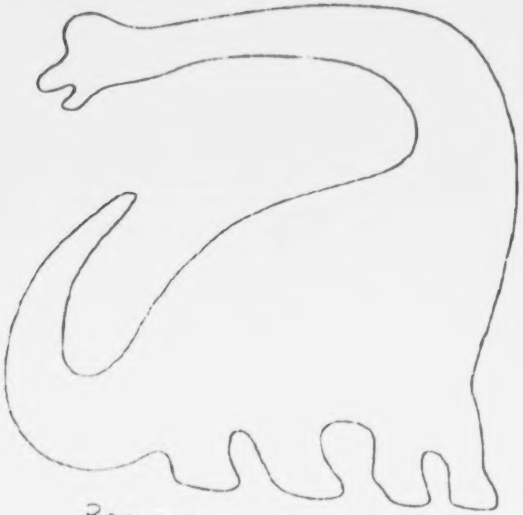
Look for them in the activity section of your manual.

MAGNIFYING GLASS DISPLAY

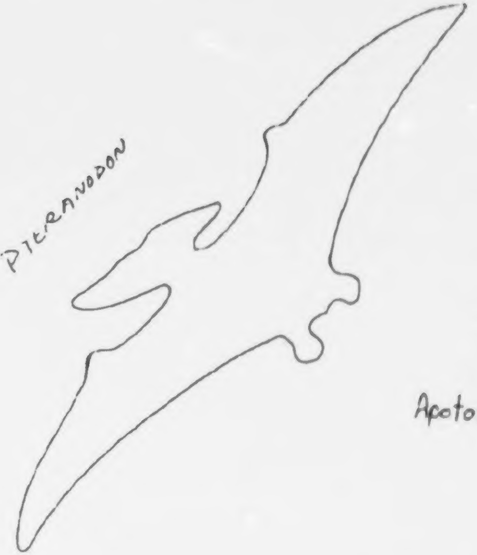
On two pieces of medium weight cardboard draw a 24 inch circle with a 12 inch handle attached. Cut around the outside shape and then cut another circle 2 inches inside the larger circle. One terrific way to cut these would be with an electric carving knife. When you have the two shapes cut out, paint with color of your choice.

Mylar makes really good "glass". Stick some to each half of the magnifying glass on the inside and you will find it easy to keep the "specimens" in place. You can stick the two halves together with bits of plasti-tak or something similar for ease of handling, then staple to your bulletin board. Another method of display would be to punch a hole in the frame and suspend it from a hook.

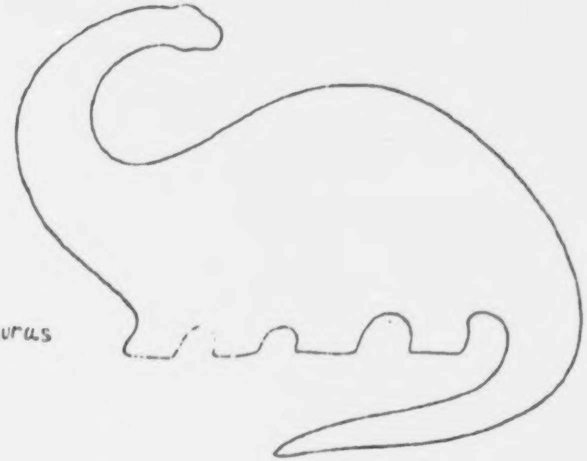




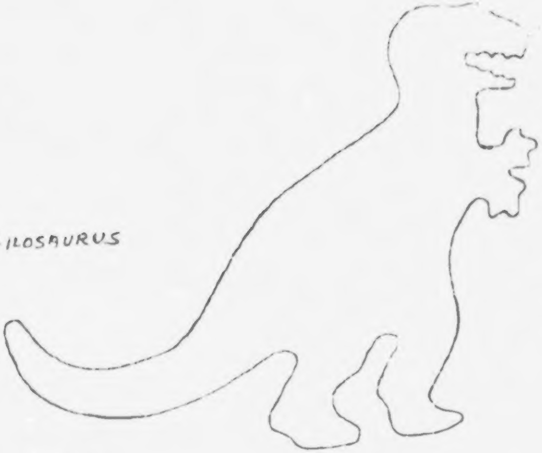
BRACHIOSAURUS



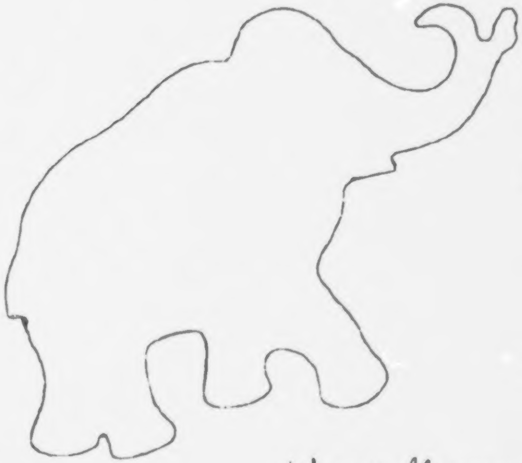
PTERANODON



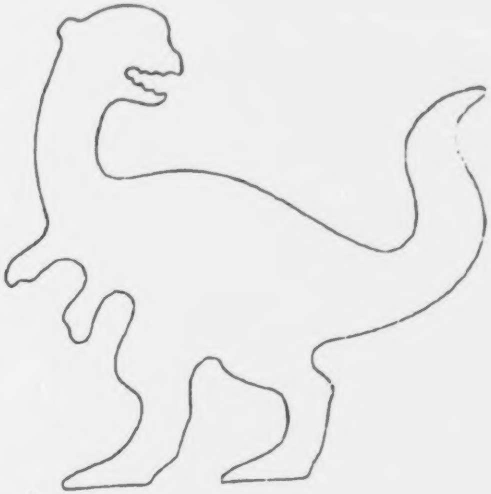
Apotosaurus



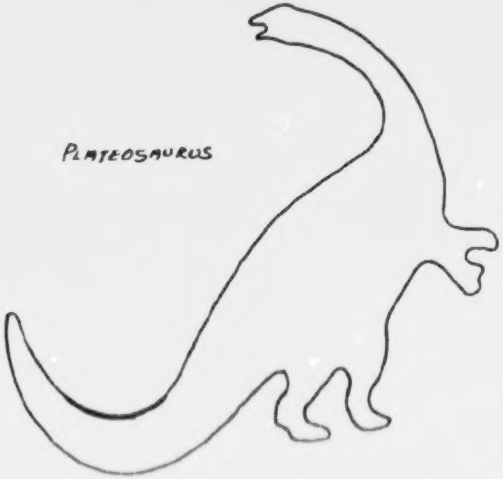
ALLOSAURUS

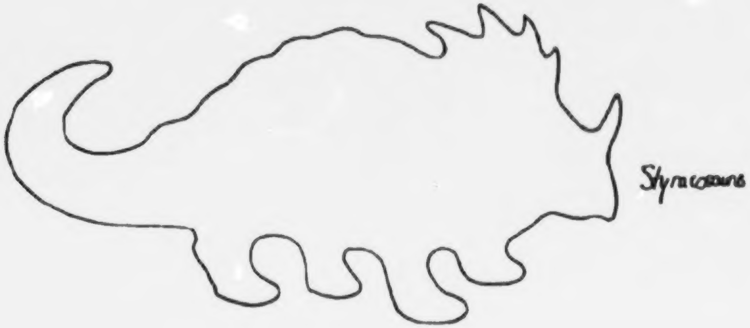


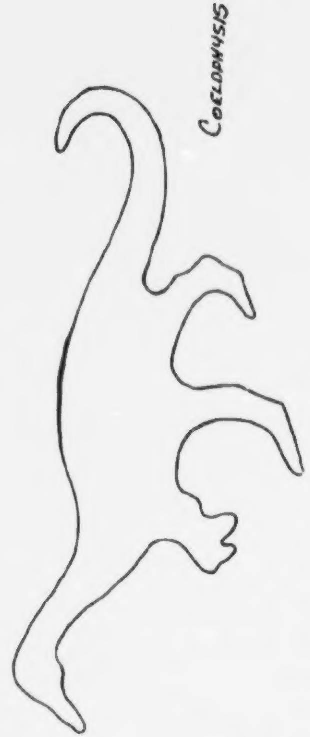
WOOLLY MAMMOTH

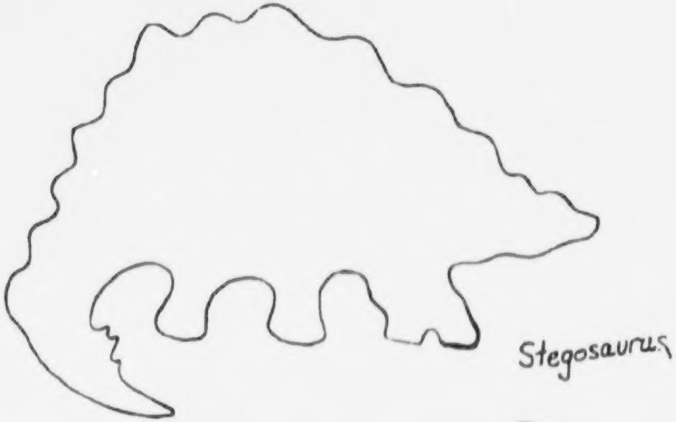


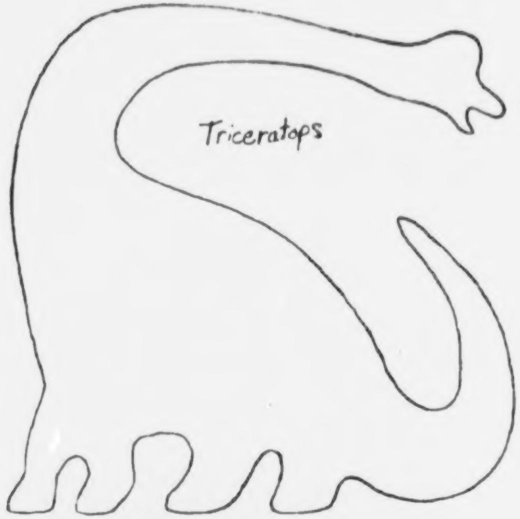
DILOPHOSAURUS

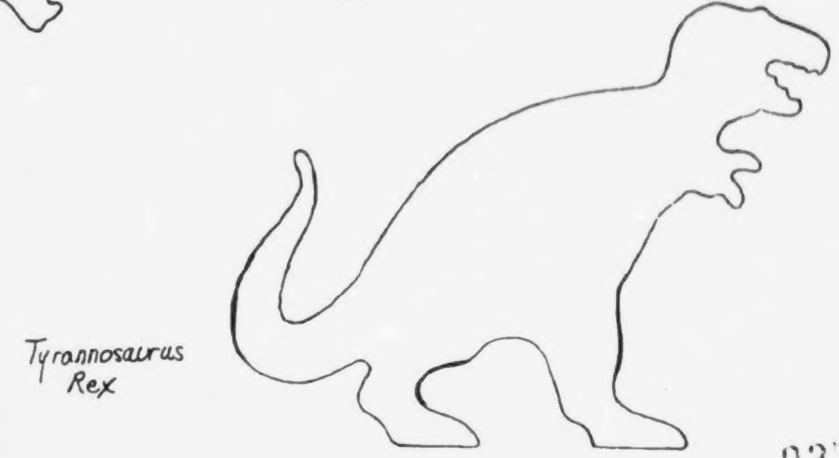

PLATEOSAURUS

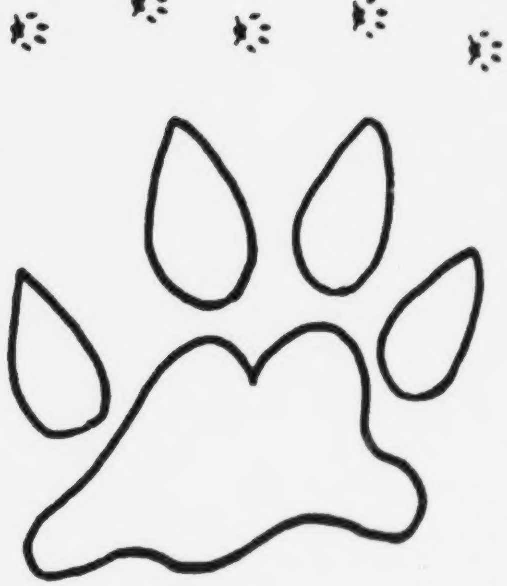

Styracosaurus


COELOPHYSIS

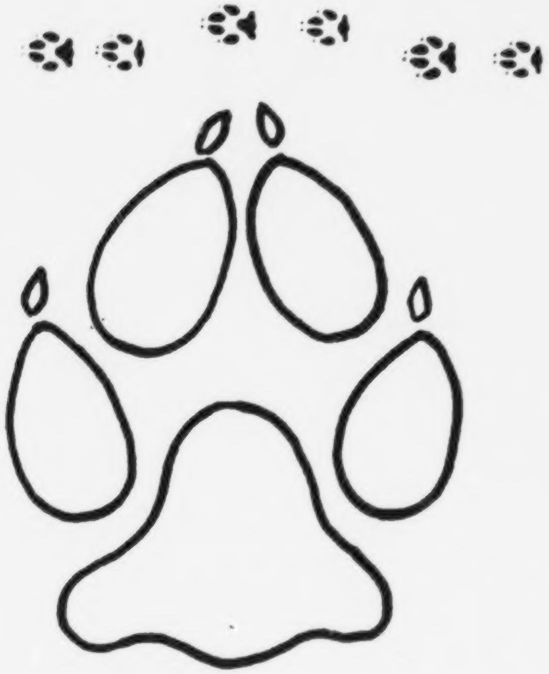

Stegosaurus


Triceratops


Tyrannosaurus
Rex



BOBCAT



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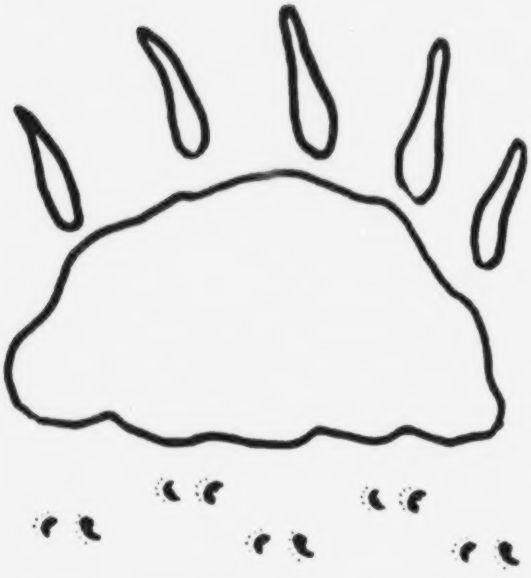
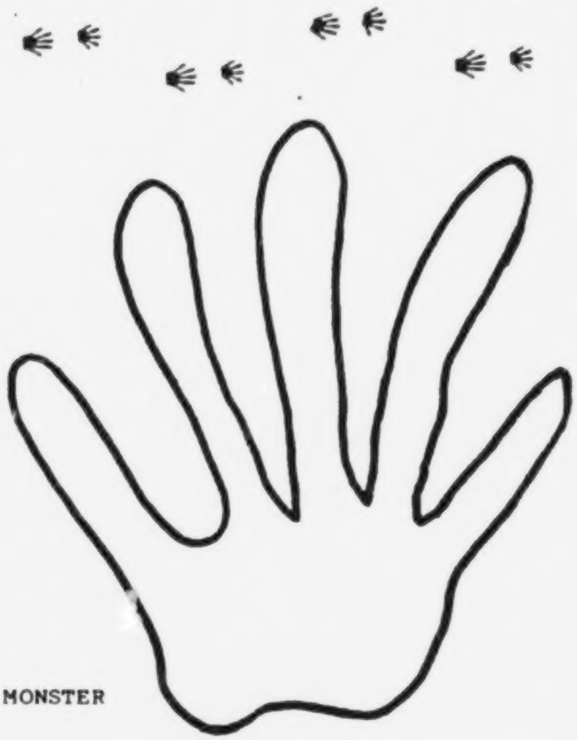
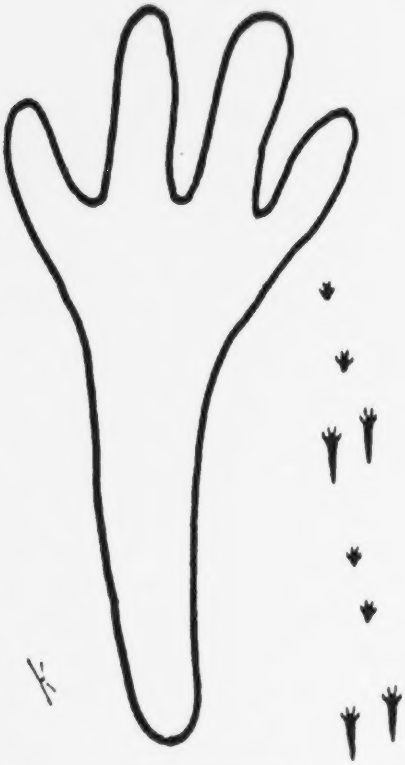


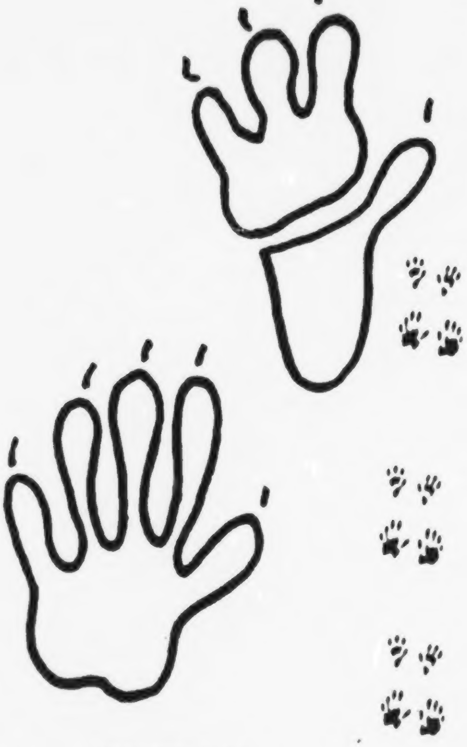
TORTOISE



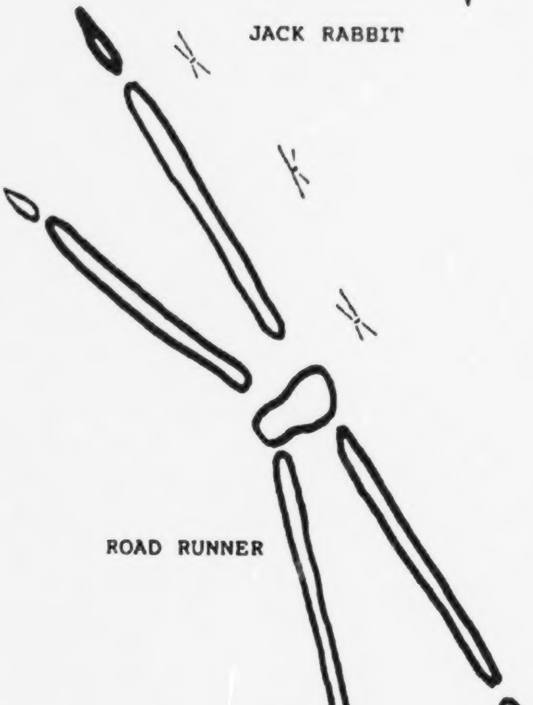
GILA MONSTER



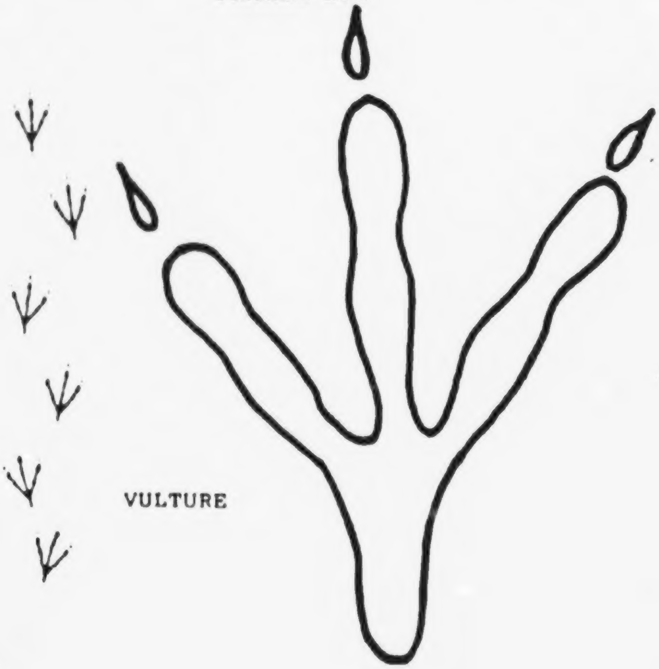
JACK RABBIT



PRAIRIE DOG

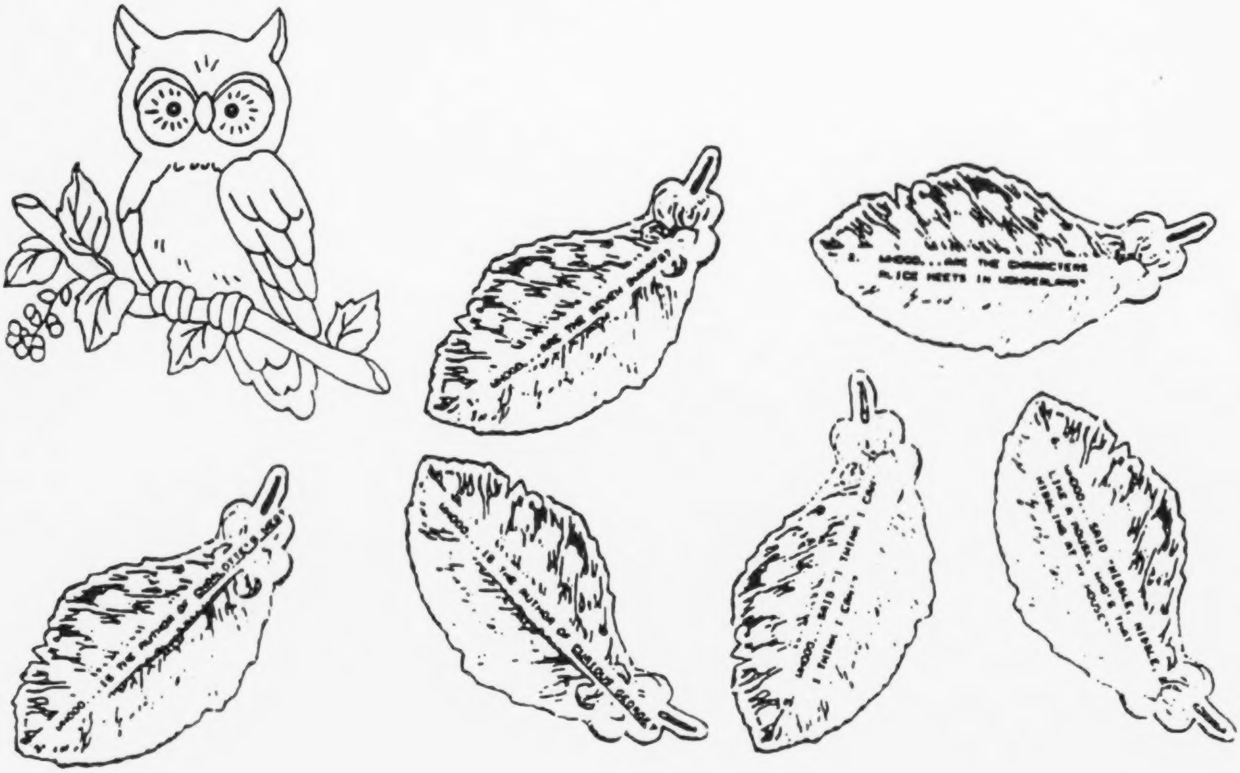


ROAD RUNNER



VULTURE

5.) **Whooo Dunnit?** is a bulletin board layout which can be coordinated with detective activities for young sleuths. The feathers on the bulletin board ask questions about books, authors, characters. You may want to change the questions weekly and give out prizes to inquisitive detectives who find the correct answers.


WHOOO...ARE THE SEVEN DWARFS?
WHOOO...ARE THE CHARACTERS ALICE MEETS IN WONDERLAND?
WHOOO...IS THE AUTHOR OF CURIOUS GEORGE?
WHOOO...SAID I THINK I CAN, I THINK I CAN
WHOOO...SAID NIBBLE, NIBBLE, LIKE A MOUSE, WHO'S THAT NIBBLING AT MY HOUSE?

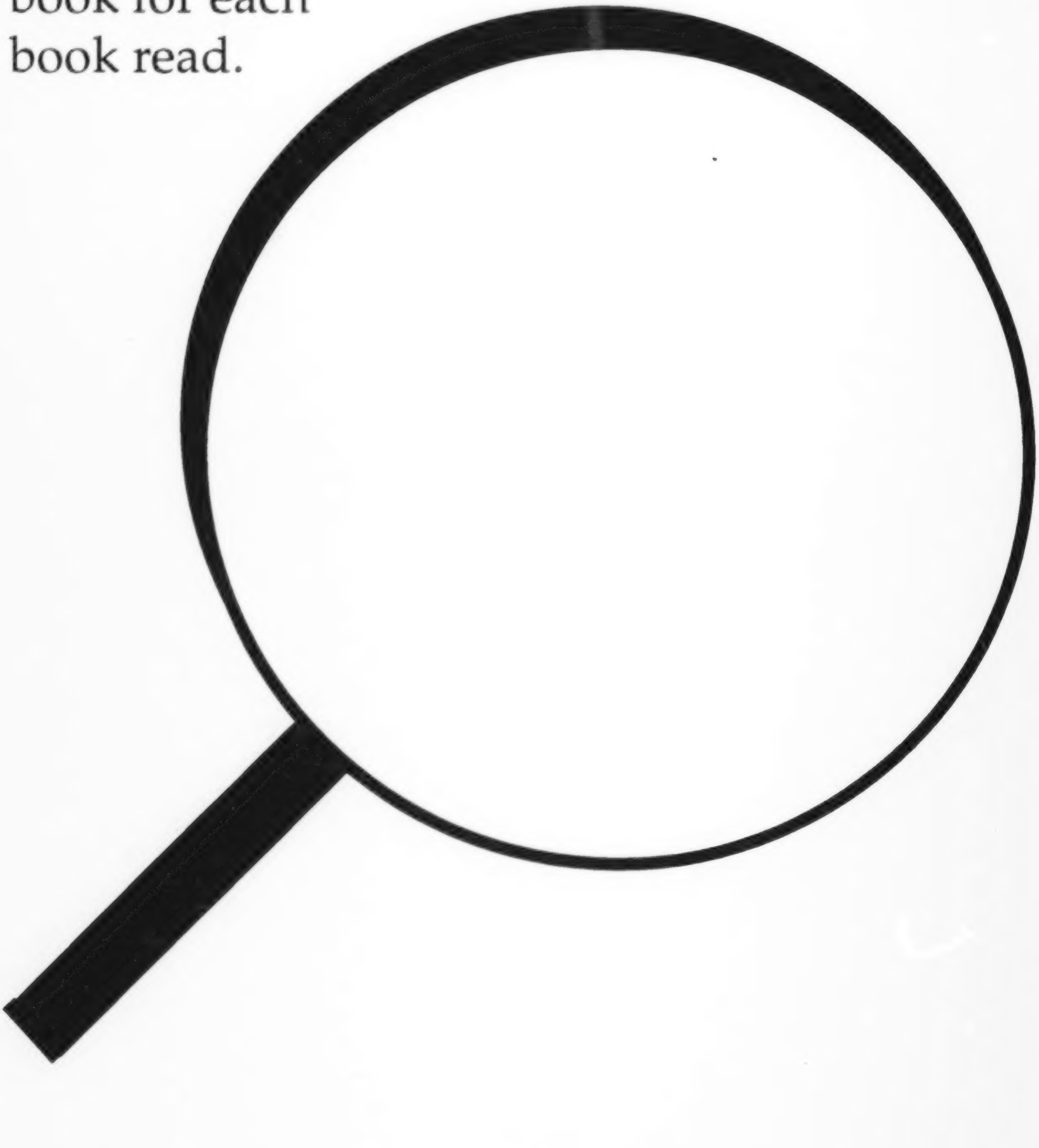
Reproducible patterns for this bulletin board follow.

6.) Pam Jackson of the Bagdad Public Library already has her bulletin board planned for this theme. She will make a giant magnifying glass and for each book read a child will stamp his/her thumbprint on the "glass". So simple, yet so appropriate!

7.) Secrets and secret messages come to mind when thinking of the theme. How about a bulletin board with **We're Full of Secrets.** Then display jacket covers from titles with the word secret in them.

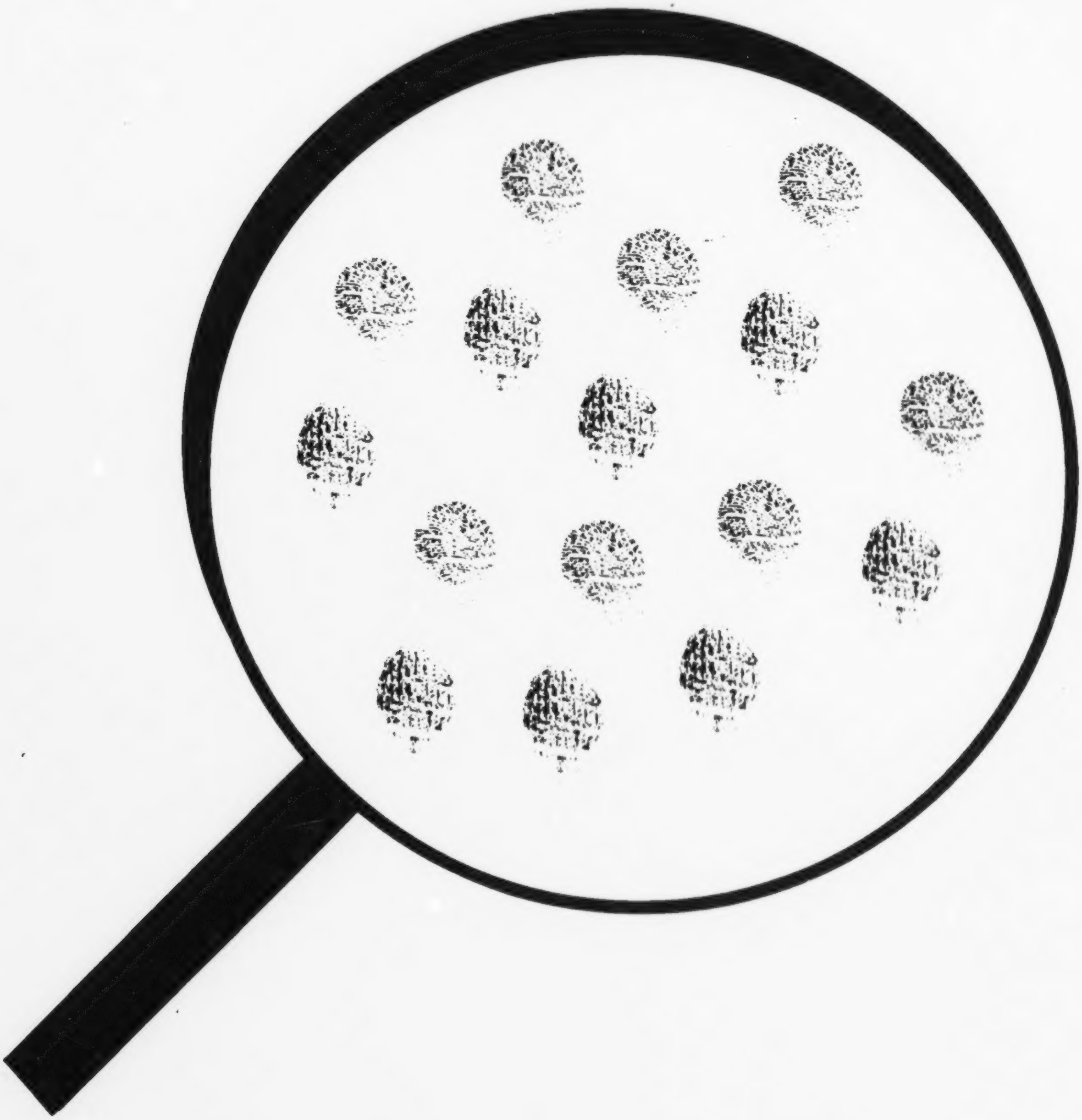
GET A CLUE AT THE LIBRARY

Put a
thumbprint or
book for each
book read.

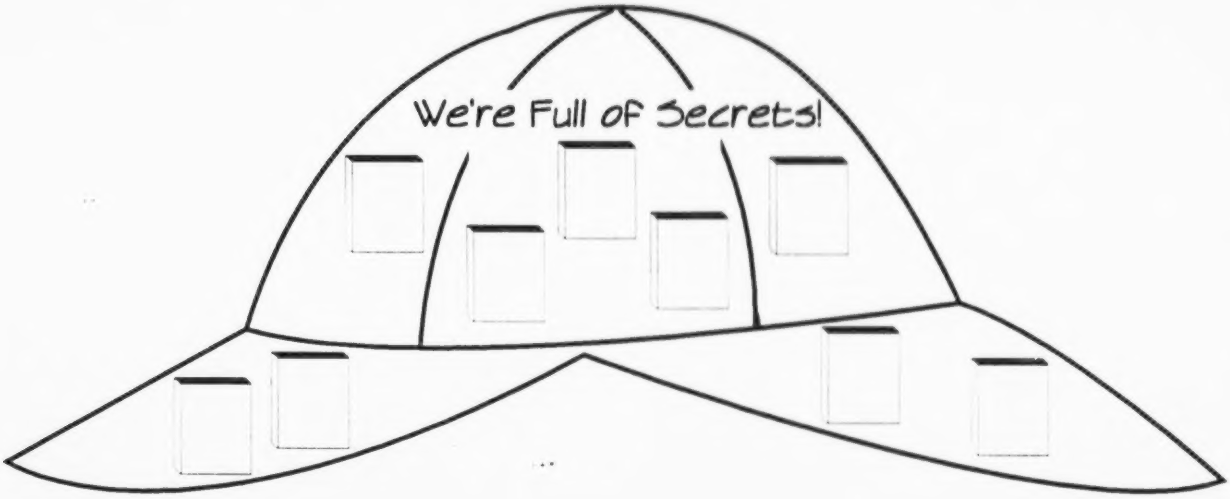


GET A CLUE AT THE LIBRARY

Put a thumbprint for each book read.

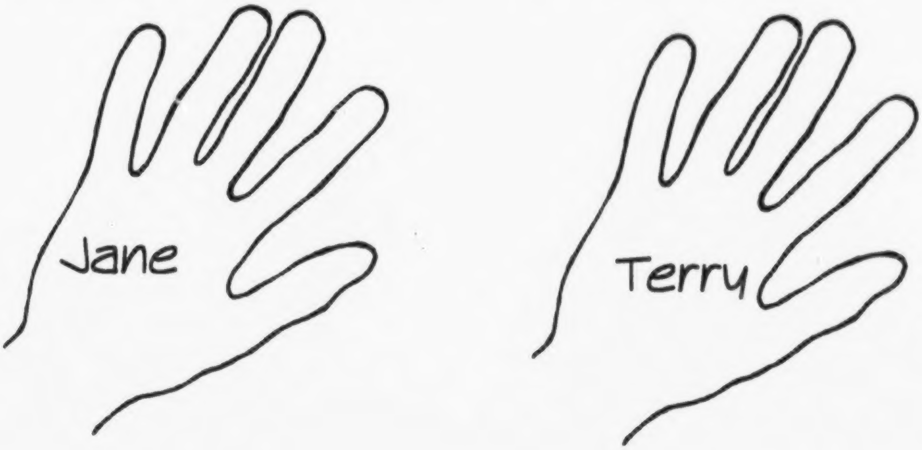


8.) Here's another idea for **We're Full of Secrets.** Using a very large detective's hat on the bulletin board, have each child make a miniature book cover of the mysteries they read. (See sample.)

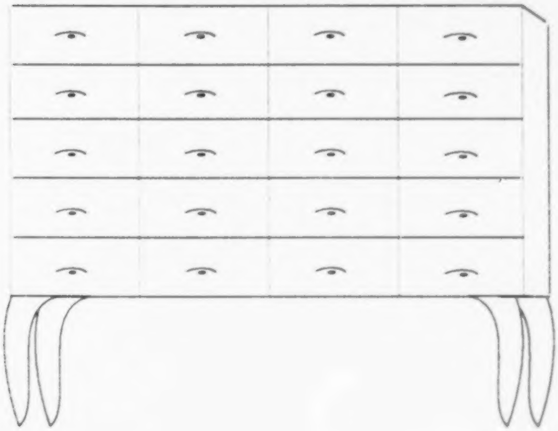

We're Full of Secrets!

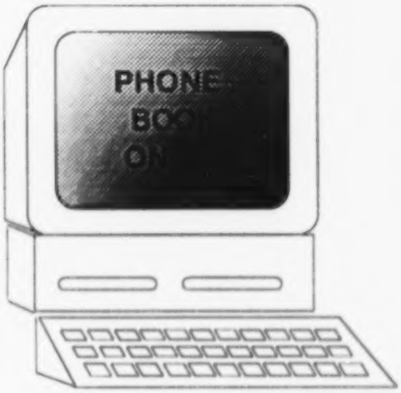
9.) It's amazing that Encyclopedia Brown is still popular after so many years. His picture would make an excellent life-sized figure for the bulletin board. You might say **"Encyclopedia Brown says, 'Get a Clue at the Library'"**

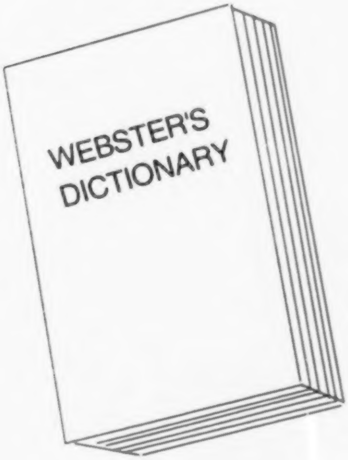
10.) At the beginning of the program, give each child a code name. Then do a bulletin board for this theme: **Encyclopedia Brown—The Case of the Mysterious Hand prints.** Each time a child reads a book, they make a hand print (unless the prints can be pre-made), and put their code name on it. (See sample).



11.) Now to stray from the main theme a little. We like the idea of a more informative bulletin board. **Be a Supersleuth—Find it in the Library** could be used with different pictures of helpful library tools such as a card catalog, dictionary, a computer with a CD program (Phone book on CD, etc.), a magazine or periodical, a microfiche sheet, etc. You can probably think of more ideas. (See sample.)







12. Using the theme, **Be a Book Detective—Read!,** do a jacket display on the bulletin board with different book titles.

13. Other bulletin board themes

INVESTIGATIONS

DISGUISES & SNEAKY SPY STUFF

GET A CLUE INTO MUSIC & ART

GAMES CLUES & RIDDLES

MYSTERY STORIES TO SOLVE

PUZZLE ACTIVITIES & BRAIN TEASERS

SECRET CODES

HIDDEN PICTURES

DISPLAYS

1) Adopt encyclopedia Brown (or Sherlock Holmes) as a mascot. Do a standup cutout of him and dress him like a detective with real clothes, and a detective's hat. You might even have each child make a face of himself and have a drawling of names each program day or week to choose the face that goes on the detective's body.

2) Use the theme, **Be a ____________ Detective.** Then fill in the blank with words such as star, flower, tree, insect, book, etc. Do a book display with books on that particular topic.

3) Display the words **BE A BOOK DETECTIVE** with pictures related to the various types of genres and subject areas available to read in the library (ie. mystery, science fiction, fairy tales, sports, adventure, humor). Add the words "Can your find one of each of the following types of books in our collection.

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Canoles, Marian L. **The Creative Copycat III.** Libraries Unlimited, 1988.

Rasmussen, Richard Michael and Ronda Lea. **The Kid's Encyclopedia of things to Make and Do.** Toys 'n Things Press, 1981.

1. Blue dividers for Special Needs and Displays and Decorations chapters are at the back of your manual.

2. New materials for your manual:
pages 202 - 204.

SPECIAL NEEDS CHILDREN AND THE ARIZONA READING PROGRAM

Involving Visually and Physically Handicapped Children in the Arizona Reading Program

In recent years, visually and physically handicapped children have participated in the statewide Arizona Reading Program. Visually impaired or physically handicapped children in your community may want to participate in the local Summer Reading Program along with their peers. This can be accomplished by using talking Braille books instead of print and with some assistance from the library staff.

There are a few simple things you can do to help make visually impaired children more comfortable in your library. Identify yourself and others who may be with you when you greet someone with a visual impairment. Let the person know what you are doing and where you are going. Ask if the person needs assistance getting around the library and let the person take your arm, which allows you to be the guide.

With a little help, visually impaired, blind, or handicapped children can participate in much of regular library programming. Visually impaired children can enjoy story hours along with their peers with a minimum of special effort by the storyteller. It is most important to select the story carefully so that understanding the text is not dependent upon illustrations which cannot be easily explained. You do not need to avoid such words as "see, look, read." If the child can't see gestures or facial expressions, try to include objects and tactile experiences. The storyteller can use hearing, touch, tasting, smelling, imagination, and emotions to encourage the listeners' interest. Depending upon the story line or narration, visually impaired children can also enjoy films or video if they are introduced and given explanation when needed. Many children's books are printed in larger then normal print, and children who read large print may be able to enjoy summer reading with some guidance toward these books. If you are unsure about a child's skills and ability to participate, discuss it with the child an/or the parents.

Through publicity and local encouragement, we hope to extend summer reading activities to larger numbers of visually and physically handicapped children and to support participation by visually and physically handicapped children in their local library's summer reading program, by using talking and Braille books.

Talking Book/Braille Service Overview

What is available?

Talking books, Braille books, and catalogs of titles; talking books are complete books recorded on cassettes or records. they are circulated throughout the state by the Arizona State Braille and Talking Book Library in cooperation with the National Library Service for the Blind and Physically Handicapped (NLS), a division of the Library of Congress.

The book collection is much like that of a public library; books are selected to appeal to a wide range of reading interests. Registered borrowers receive large print catalogs and the bimonthly *Talking Book Topics or Braille Book Review* to use in selecting books they wish to read. A separate set of catalogs list books for children.

It is necessary to use the NLS playback equipment because the books are recorded at a slower speed not generally available on commercial equipment. Record and cassette players are loaned free of charge as long as library materials are being used.

Accessories for the equipment which are available for loan include: extension levers for the cassette player; special amplifier for use with headphones for hearing impaired persons; remote control unit; and solar battery charger.

There is no charge for any of the materials. Books and equipment are mailed to the reader and back to the library postage free.

Who is eligible?

Anyone unable to read conventional print, hold a book, or turn pages due to a physical limitation is eligible. This includes blind children, children whose visual disability prevents the reading of standard print material, physically handicapped children unable to handle standard print material, and children having a reading disability resulting from an organic dysfunction of sufficient severity to prevent their reading of printed material in a normal manner.

In cases of blindness, visual disability, or physical limitations, the disability may be certified and the application signed by doctors of medicine or osteopathy, ophthalmologists, optometrists, registered nurses, therapists and the professional staff of hospitals, institutions, and public or welfare agencies, or a professional librarian. In the case of reading disability from organic dysfunction, the application must be signed by a doctor of medicine or osteopathy, who may consult with colleagues in associated disciplines (such as school psychologists or learning disability teachers).

For more information about eligibility and certification, contact the Arizona State Braille and Talking Book Library at 255-5578; outside the Phoenix area, call 1-800-255-5578.

How does the service begin:

Obtain and complete an application form; eligibility must be certified before equipment can be loaned. Return the completed application to the Library. Equipment is sent to eligible patrons, and a readers' advisor contacts each new patron to begin service, discuss reading interests, etc.

Patrons may submit request lists; or, staff will select books for patrons in the subject areas they designate. When one book is returned to the library, another is sent. They may always increase or decrease the number of books sent, place a "hold" on service temporarily, or modify their reading interest list.

For more information, contact Linda Montgomery, Director Library for the Blind and Physically Handicapped Division:

State of Arizona
Department of Library, Archives and Public Records
Talking Book and Braille Library
1030 North 32nd Street
Phoenix, AZ 85008
(602) 255-5578
In-State WATS: 1-800-255-5578
FAX #: (602) 255-4312

Mainstreaming Special Needs Children in the Public Library

A Bibliography

Basu, S.G. *Public Library Services to Visually Disabled Children,.* Jefferson, North Carolina: McFarland, 1991.

Dalton, Phyllis I. *Library Service to the Deaf and Hearing Impaired.* Phoenix, Arizona: Oryx Press, 1985.

Dolnick, Edward. *Deafness as Culture.* Atlantic Monthly. (September, 1993, pp. 37-53.

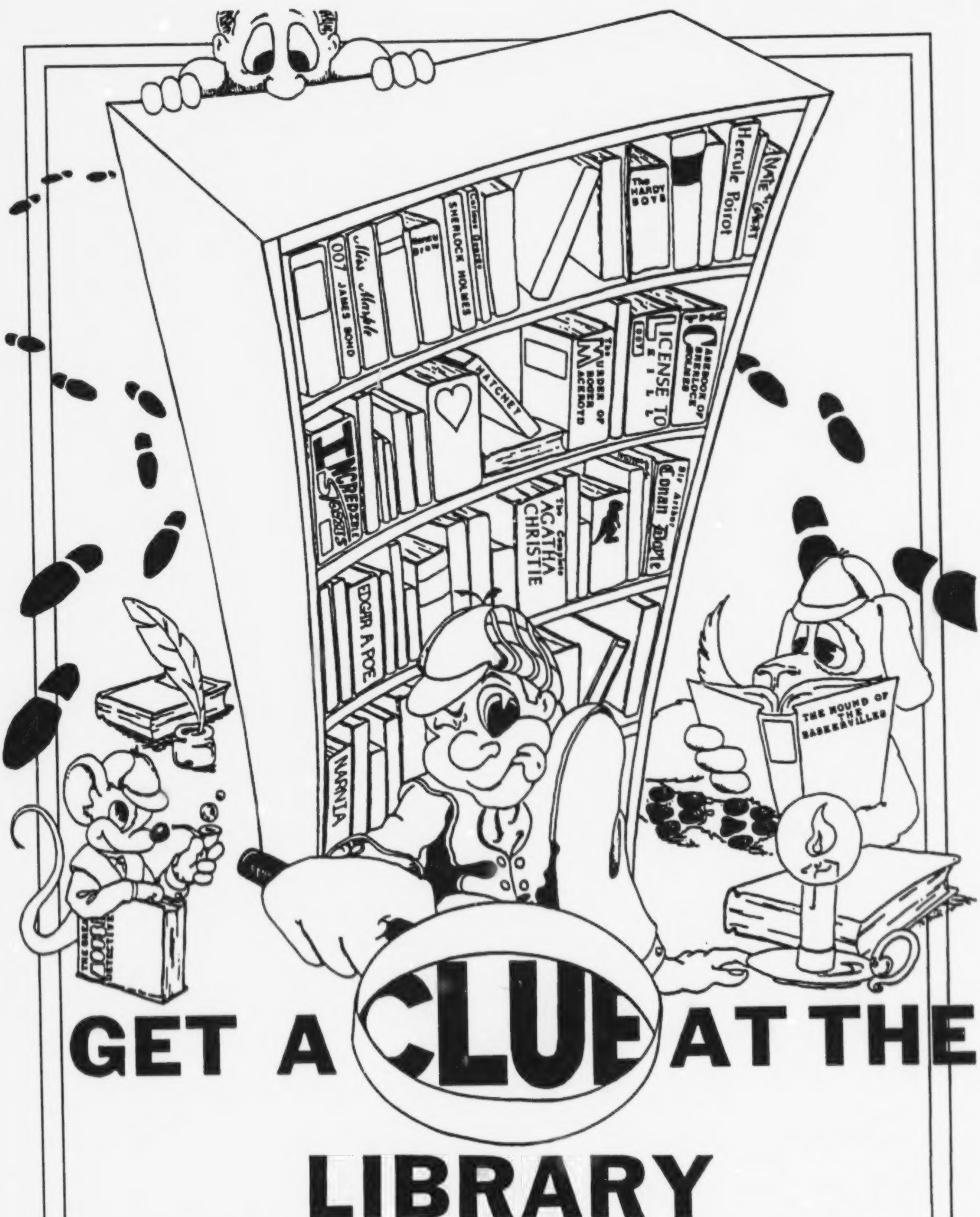
High/Low Handbook: encouraging literacy in the 1990s, 3rd ed. New York: R.R. Bowker, 1990.

"Libraries Serving and Underserved Population: Deaf and Hearing-Impaired Patron", Library Trends (Summer 1992).

Walling, Linda Lucas and Marilyn H. Karrenbrock. Disabilities, Children, and Libraries: Mainstreaming Services in Public Libraries and School Library Media Centers, Englewood, Colorado: Libraries Unlimited, 1993.

Included are:

1. The Evaluation/Questionnaire for the 1994 ARP;
2. Additional Activity and Answer Sheets;
3. Clip Art;
4. The 1994 ARP Certificate, (master copy);
5. Supplemental sheet for Reading logs (master copy);
6. Zoo passes (master copy).


007 JAMES BOND
Miss Marple
SHERLOCK HOLMES
The HARDY BOYS
Hercule Poirot
HATCHET
The MURDER OF ROGER ACKROYD
007 LICENSE TO KILL
CASEBOOK OF SHERLOCK HOLMES
Sir Arthur Conan Doyle
The Complete AGATHA CHRISTIE
EDGAR A POE
NARNIA
THE HOUND OF THE BASKERVILLES
GET A CLUE AT THE
LIBRARY

How many words can you make out of this one word?

INVESTIGATOR

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
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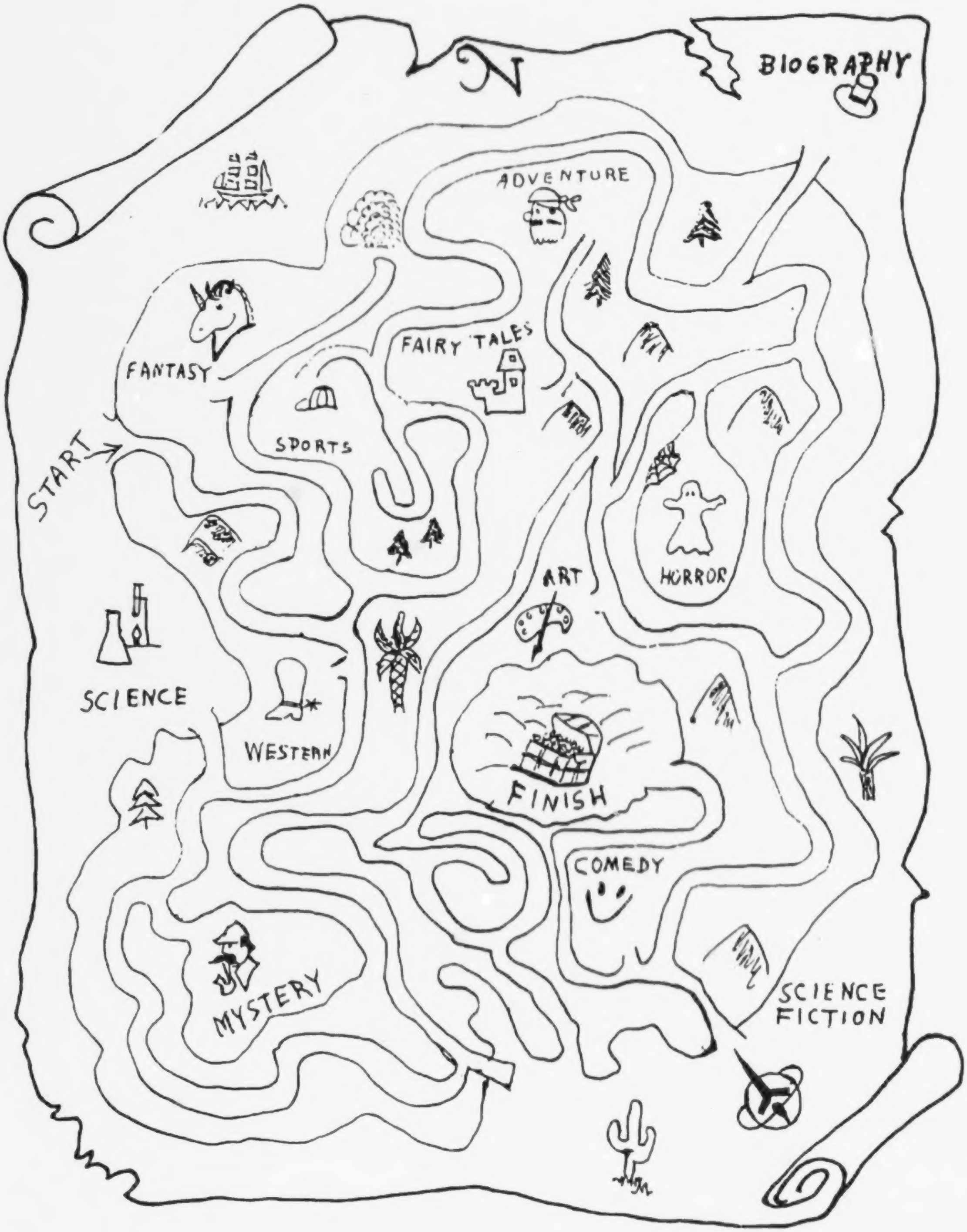
LIBRARY TREASURE HUNT


N
BIOGRAPHY
ADVENTURE
FANTASY
FAIRY TALES
START
SPORTS
ART
HORROR
SCIENCE
WESTERN
FINISH
COMEDY
MYSTERY
SCIENCE FICTION

LIBRARY TREASURE HUNT

Can you find one of each of the folowing types of books?
Write the titles on the lines below.

ADVENTURE ______________________________

FAIRY TALES ______________________________

SPORTS ______________________________

FANTASY ______________________________

HORROR ______________________________

SCIENCE ______________________________

WESTERN ______________________________

COMEDY ______________________________

SCIENCE FICTION ______________________________

MYSTERY ______________________________

ART ______________________________

BIOGRAPHY ______________________________

BE A BOOK DETECTIVE

Can you find one of each of the folowing types of books? Write the titles on the lines below.

ADVENTURE ____________________

FAIRY TALES ____________________

SPORTS ____________________

FANTASY ____________________

HORROR ____________________

SCIENCE ____________________

WESTERN ____________________

COMEDY ____________________

SCIENCE FICTION ____________________

MYSTERY ____________________

ART ____________________

BIOGRAPHY ____________________

★ WANTED ★

BOOK CHARACTER

PICTURE/BOOK REPORT

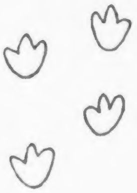
NAME: ______________________________

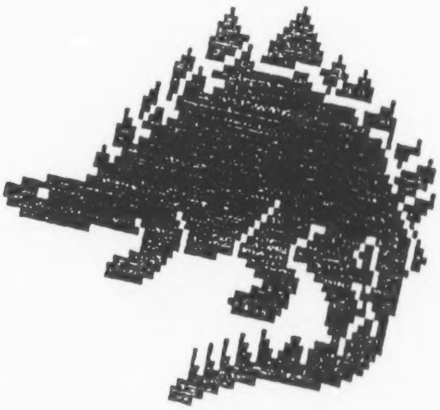
BOOK TITLE: ______________________________

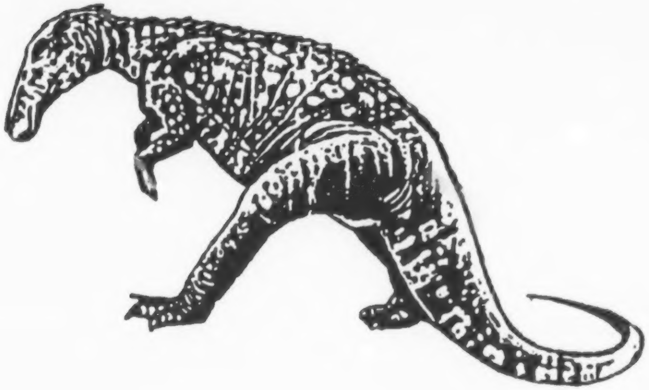
AUTHOR/ILLUSTRATOR: ______________________________

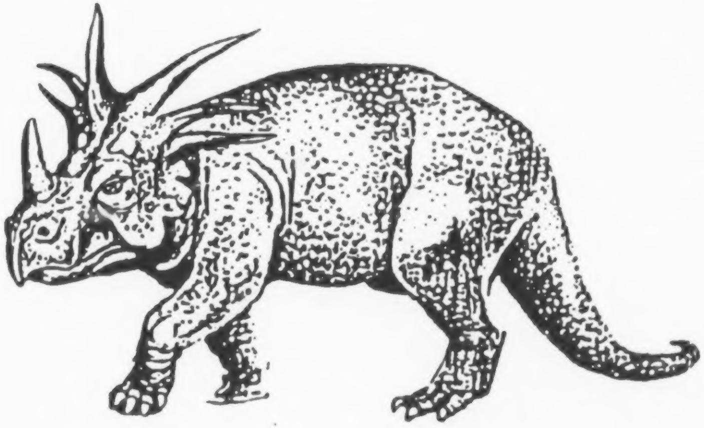
GET A CLUE AT THE LIBRARY – DINOSAUR CLUES

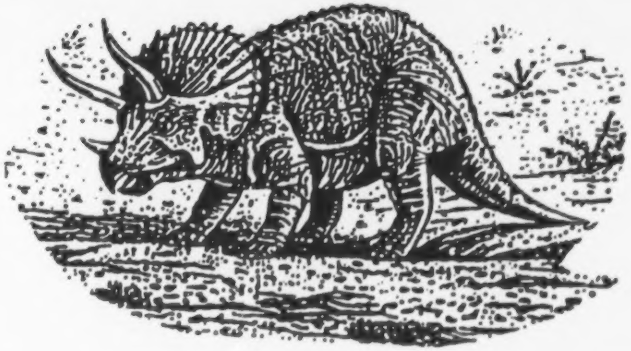
1. MY NAME MEANS "THREE – HORN."
2. MY BRAIN WAS THE SIZE OF A PEA.
3. I AM THE LARGEST FLESH EATING DINOSAUR.
4. MY NAME MEANS "SPIKED LIZARD."
5. I BREATHE WITH THE CREST GROWING BETWEEN MY EYES.
6. I WAS THE FIRST DINOSAUR TO BE DISCOVERED IN THE UNITED STATES.
7. MY NAME MEANS "THUNDER LIZARD."
8. I WAS THE FASTEST MOVING REPTILE OF MY TIME.

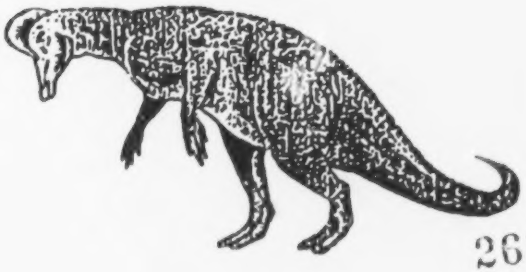


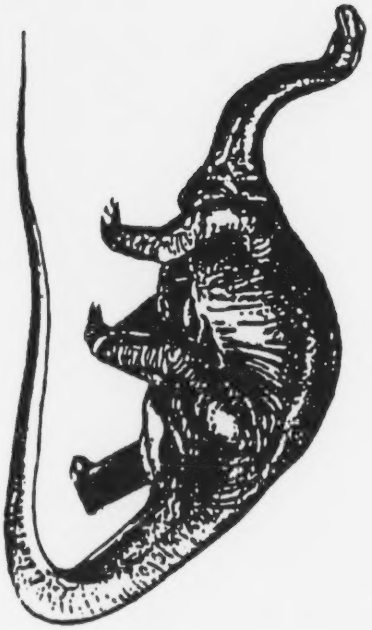


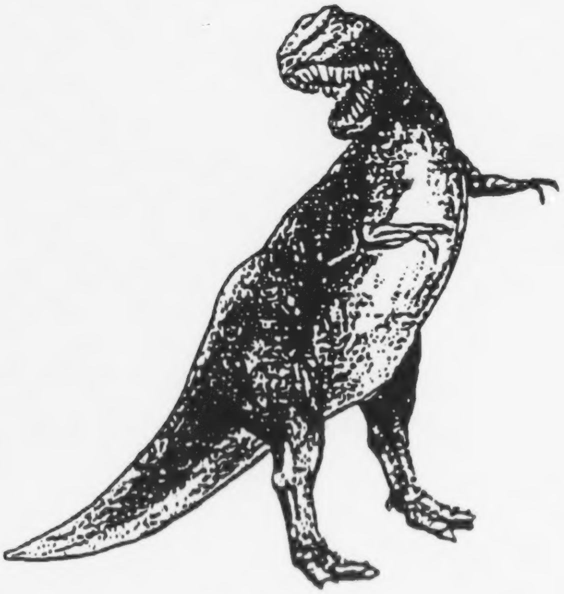


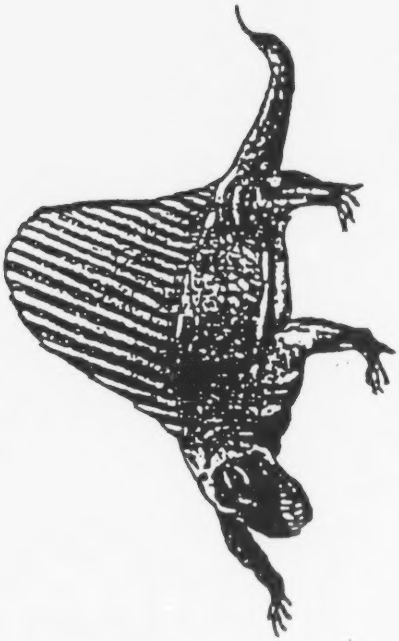


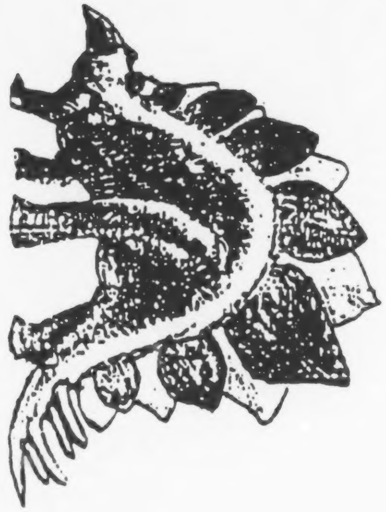












STYRACOSAURUS – "SPIKED LIZARD"

LOCATION: North America

HABITAT: Land

DIET: Herbivorous – plant eater

SIZE: 15 feet long

Styracosaurus had more horns than any other horned dinosaur. He had a wide body covered by a thick tough hide. He had one bony horn standing straight up above his nose and a beak that curved into a hook. His rear legs were longer than his front legs and his tail was thick and strong.

CORYTHOSAURUS – "HELMET LIZARD"

LOCATION: North America

HABITAT: Land, water

DIET: Herbivorous – plant eater

SIZE: 26 feet long, weighed 3-8 tons

Corythosaurus had a strange way of breathing. He had a big rounded crest growing straight up between his eyes. In this crest were his nasal passages with air storage chambers. The chambers allowed him to breath underwater for a long time.

TRACHODON – "DUCK-BILLED DINOSAUR"

LOCATION: North America

HABITAT: Land, water

DIET: Herbivorous – plant eater

SIZE: 40 feet long,, weighed 6-8 tons

Trachodon was the first dinosaur to be discovered in the United States. He usually walked on his two hind legs which were very strong and large and ended in web-like toes. Trachodon had approximately two thousand teeth set in four rows, but the front of his mouth was toothless. He was one of the fastest of the swimming dinosaurs.

TRICERATOPS – "THREE-HORN"

LOCATION: North America, Asia

HABITAT: Land

DIET: Herbivorous – plant eater

SIZE: 20-30 feet long, 18 feet high

The most outstanding feature of Triceratops was its horns. One short horn grew up from the top of his nose. He also had 2 large horns, one above each eye. The sharp horns and a strong, muscular neck were his first defense against enemies.

TYRANNOSAURUS – "TYRANT LIZARD"

LOCATION: North America

HABITAT: Land

DIET: Carnivorous – meat eater

SIZE: 20 feet tall, 40-50 feet long, weighed up to 40 tons

Tyrannosaurus was the largest flesh eating dinosaur. He walked on his huge, strong hind legs and had tiny, weak front legs. His jaws were about 4 feet long and could open very wide. His strong, sharp teeth were each 6 inches long.

BRONTOSAURUS – "THUNDER LIZARD"

LOCATION: Wyoming, Colorado

HABITAT: Land, water

DIET: Herbivorous – plant eater

SIZE: 10-17 feet high, weighed 30-40 tons

Brontosaurus was the largest of all extinct animals. He was not a "fighter." His legs looked like four very old, squat tree trunks holding up a very short, bulky body. He had a very long neck, a very tiny head and a long, heavy tail. He lived near the water for safety. Because he was so big, he could move faster in the water and hide from his enemies in the deep water.

STEGOSAURUS – "COVER LIZARD"

LOCATION: East Africa, Europe, North America

HABITAT: Land

DIET: Herbivorous – plant eater

SIZE: 20 feet long

Stegosaurus was one of the first dinosaurs to become extinct. The top of his body was cover with armor that looked like two rows of triangles. Stegosaurus was very dull-witted. His brain was the size of a pea. One half controlled his eating and the other half, near his tail, controlled his legs and tail.

DIMETRODON – "DOUBLE-TEETH"

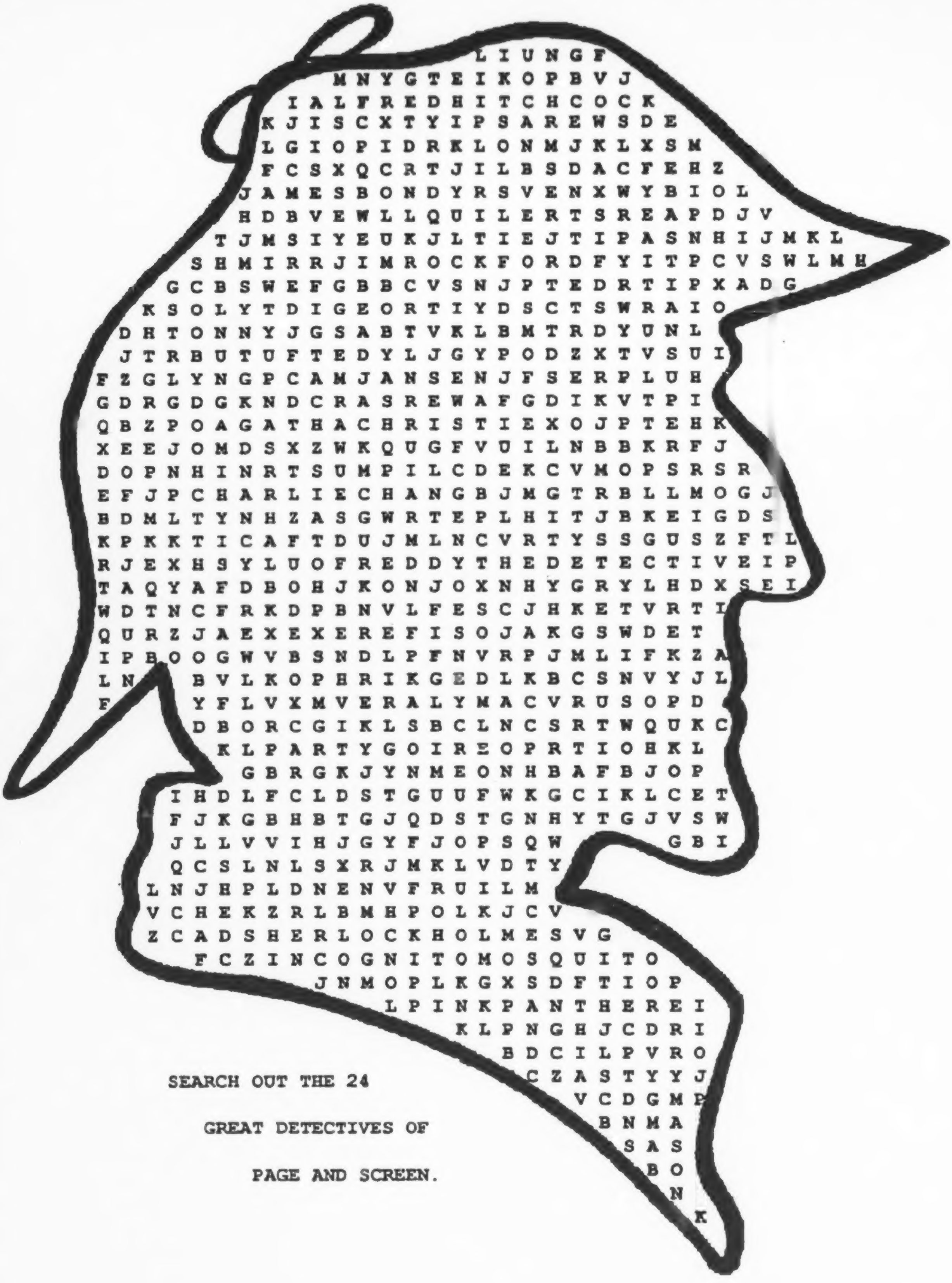
LOCATION: North America

HABITAT: Land

DIET: Carnivorous – meat eater

SIZE: 6-10 feet long

Dimetrodon was the fastest moving reptile of its time. He had a large head and huge jaws lined with sharp, pointed teeth. Dimetrodon had long spines, like sails, rising 2-3 feet above his backbone. The spines were covered with a webbing of skin thought to have protected him from heat and cold.



L I U N G F
M N Y G T E I K O P B V J
I A L F R E D H I T C H C O C K
K J I S C X T Y I P S A R E W S D E
L G I O P I D R K L O N M J K L X S M
F C S X Q C R T J I L B S D A C F E H Z
J A M E S B O N D Y R S V E N X W Y B I O L
H D B V E W L L Q U I L E R T S R E A P D J V
T J M S I Y E U K J L T I E J T I P A S N H I J M K L
S H M I R R J I M R O C K F O R D F Y I T P C V S W L M H
G C B S W E F G B B C V S N J P T E D R T I P X A D G
K S O L Y T D I G E O R T I Y D S C T S W R A I O
D H T O N N Y J G S A B T V K L B M T R D Y U N L
J T R B U T U F T E D Y L J G Y P O D Z X T V S U I
F Z G L Y N G P C A M J A N S E N J F S E R P L U H
G D R G D G K N D C R A S R E W A F G D I K V T P I
Q B Z P O A G A T H A C H R I S T I E X O J P T E H K
X E E J O M D S X Z W K Q U G F V U I L N B B K R F J
D O P N H I N R T S U M P I L C D E K C V M O P S R S R
E F J P C H A R L I E C H A N G B J M G T R B L L M O G J
B D M L T Y N H Z A S G W R T E P L H I T J B K E I G D S
K P K K T I C A F T D U J M L N C V R T Y S S G U S Z F T L
R J E X H S Y L U O F R E D D Y T H E D E T E C T I V E I P
T A Q Y A F D B O H J K O N J O X N H Y G R Y L H D X S E I
W D T N C F R K D P B N V L F E S C J H K E T V R T I
Q U R Z J A E X E X E R E F I S O J A K G S W D E T
I P B O O G W V B S N D L P F N V R P J M L I F K Z A
L N B V L K O P H R I K G E D L K B C S N V Y J L
F Y F L V X M V E R A L Y M A C V R U S O P D
D B O R C G I K L S B C L N C S R T W Q U K C
K L P A R T Y G O I R E O P R T I O H K L
G B R G K J Y N M E O N H B A F B J O P
I H D L F C L D S T G U U F W K G C I K L C E T
F J K G B H B T G J Q D S T G N H Y T G J V S W
J L L V V I H J G Y F J O P S Q W G B I
Q C S L N L S X R J M K L V D T Y
L N J H P L D N E N V F R U I L M
V C H E K Z R L B M H P O L K J C V
Z C A D S H E R L O C K H O L M E S V G
F C Z I N C O G N I T O M O S Q U I T O
J N M O P L K G X S D F T I O P
L P I N K P A N T H E R E I
K L P N G H J C D R I
B D C I L P V R O
C Z A S T Y Y J
V C D G M P
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S A S
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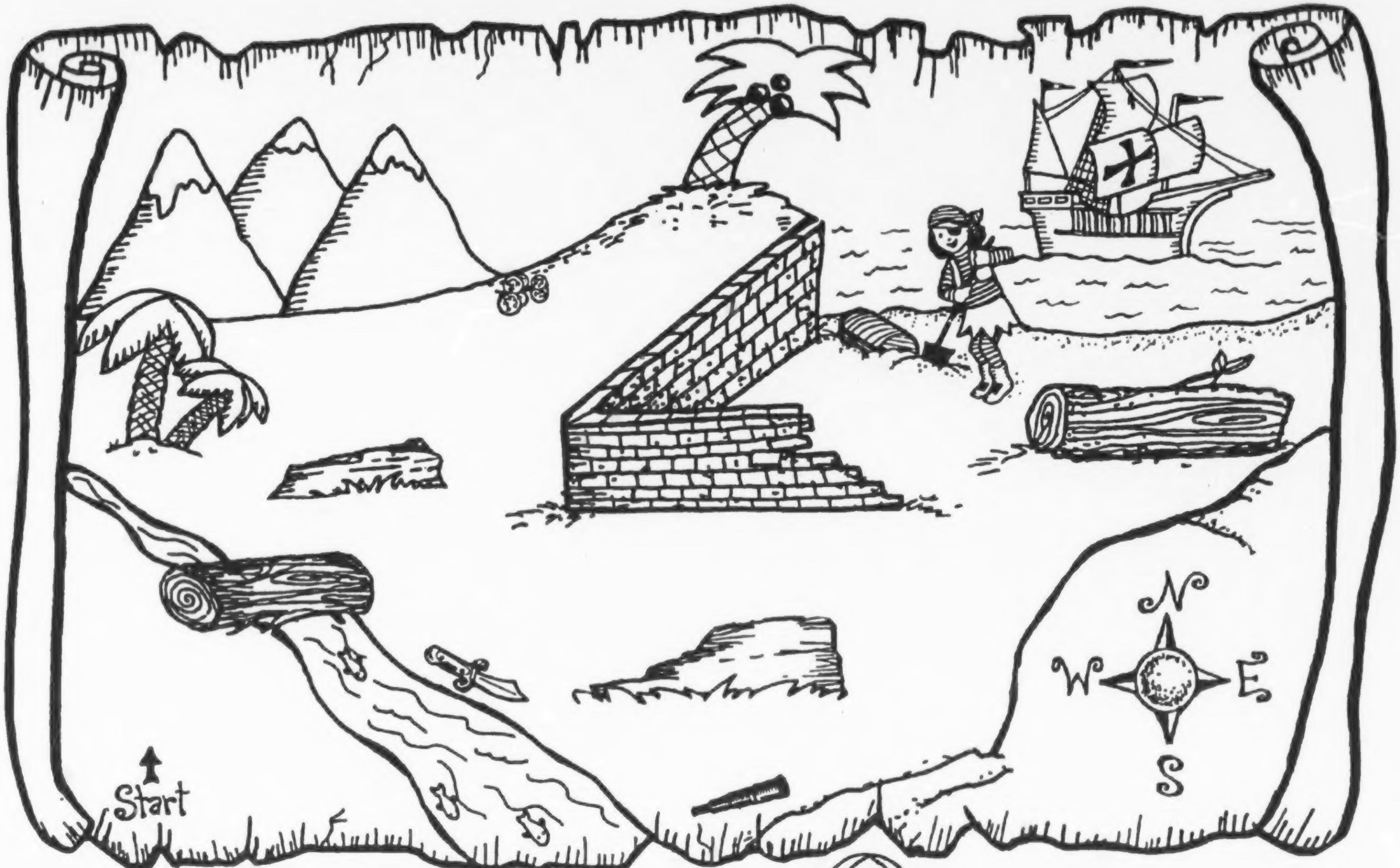
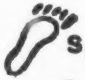
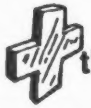
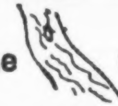
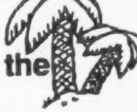
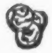
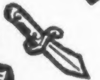
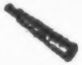
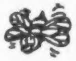
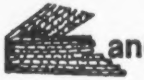
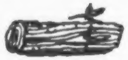
SEARCH OUT THE 24

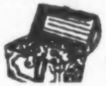
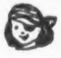
GREAT DETECTIVES OF

PAGE AND SCREEN.

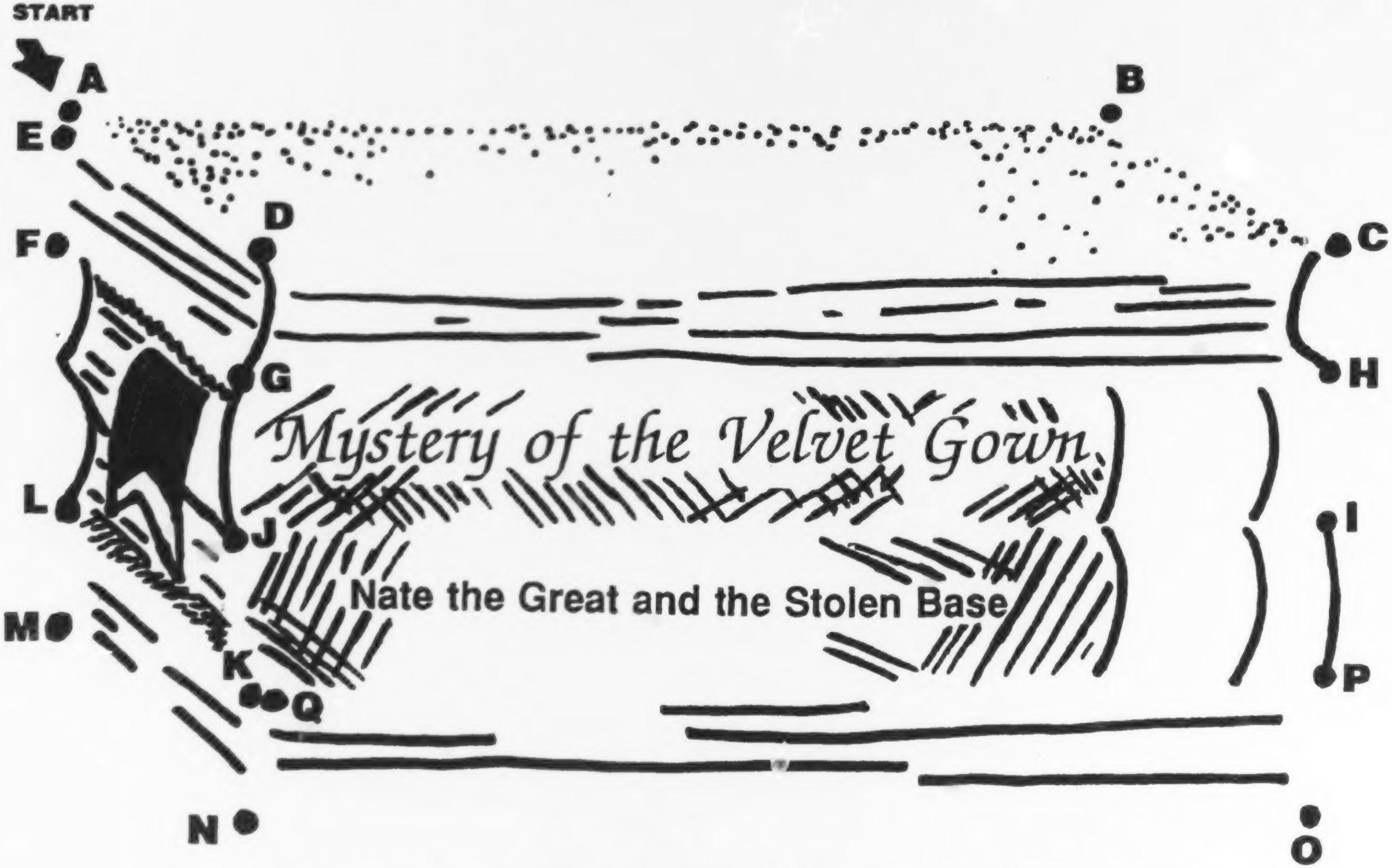


Go N 3 s, the  at the . Go to the  then find the .

Go S to the  then find the , Go tween the and the to 

for the . Congratulations, you have captured the  red-handed!

A - B - C MYSTERY


START
A
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Q
Mystery of the Velvet Gown
Nate the Great and the Stolen Base

COMPLETE THE DOT TO DOT AND DISCOVER

THESE GREAT BOOKS

UNSCRAMBLE THESE WORDS AND LEARN SOME OF THE TECHNIQUES USED BY DETECTIVES.

USTD RFO IINTPNRSEFGR ____ ___ ____________

______ ___ ______ UGTCAH ERD ANDDEH

GQINUESTONI SSNWTESIE ___________ _________

_____ __ ___ _____ ENECS FO ETH ECMRI

WATAYEG RCA _______ ___

________ AKOTSEUT

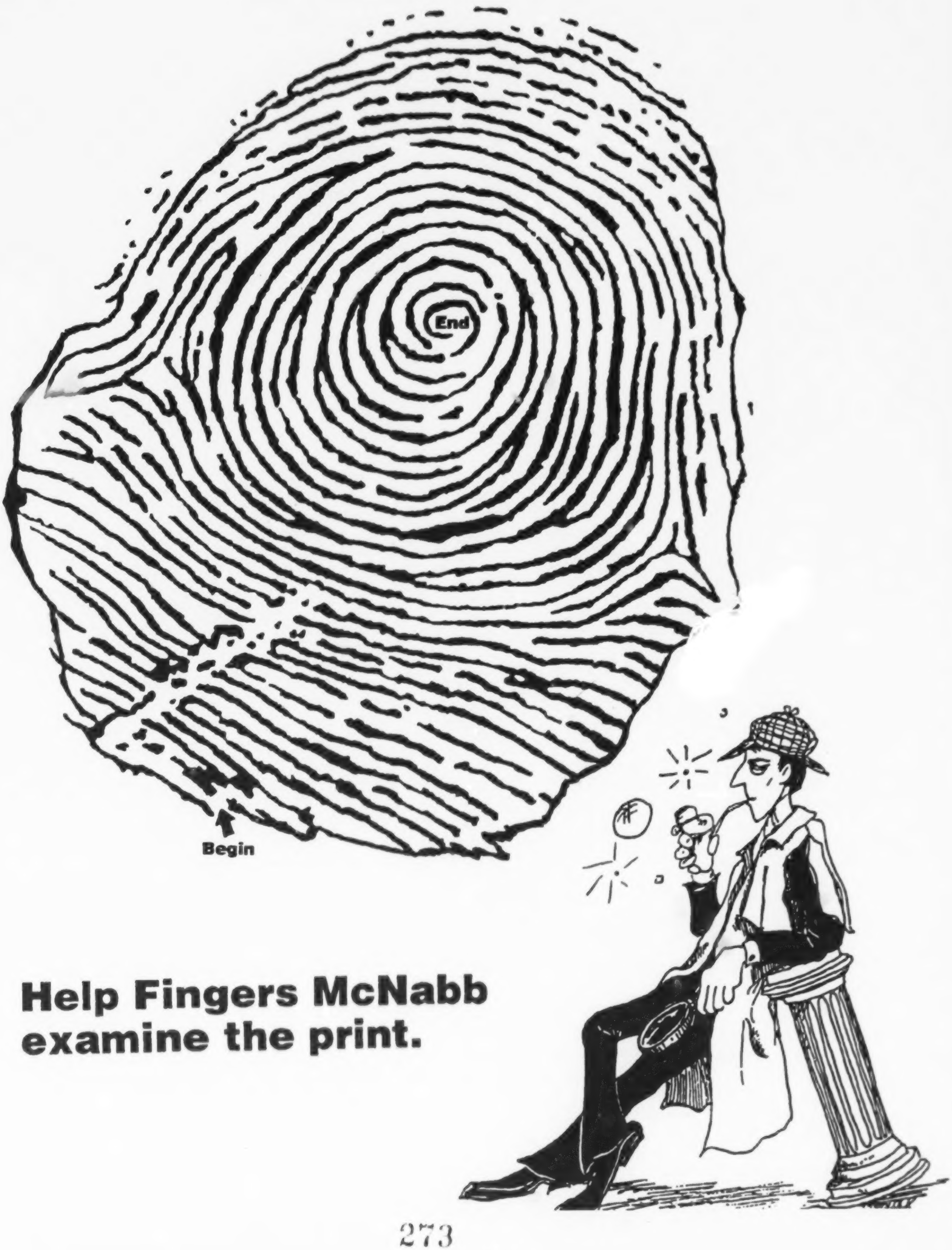
CNUDVREREO OTOPNIERA __________ _________

___ ______ ________ LAL NOISTP NTLILUBE

UPIUOSSICS RCSTARACEH __________ __________

LAISA _____

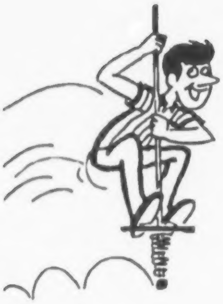
____ ___ ___________ EDLH OFR NGONITQEUSI

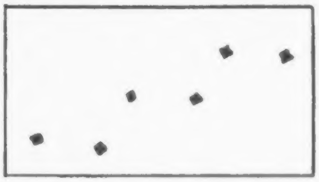


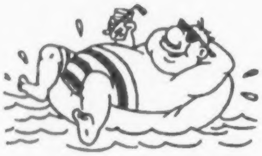
Help Fingers McNabb examine the print.

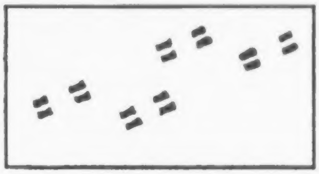
TELL-TALE TRACKS

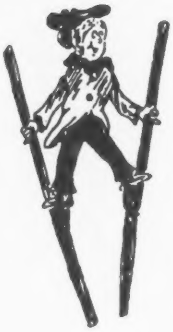
You are a detective walking on the beach. How good are you at matching these tracks with the person who made them?

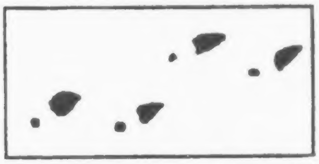


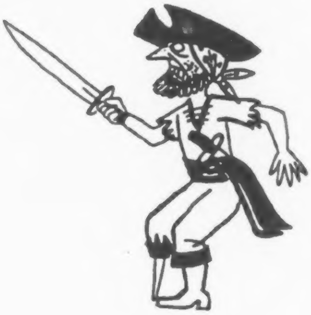


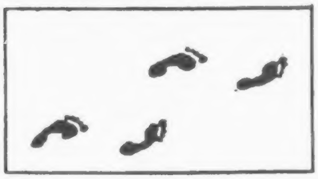


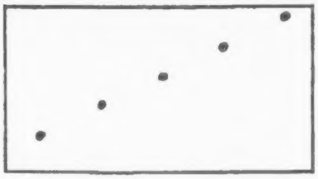


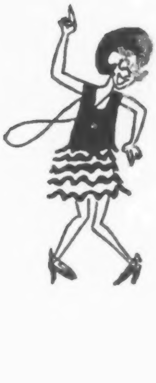


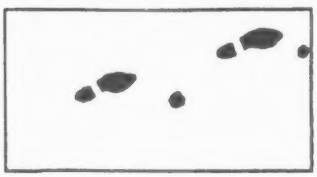


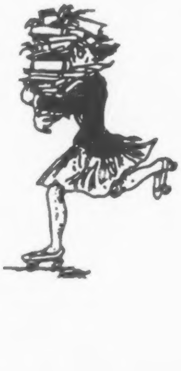


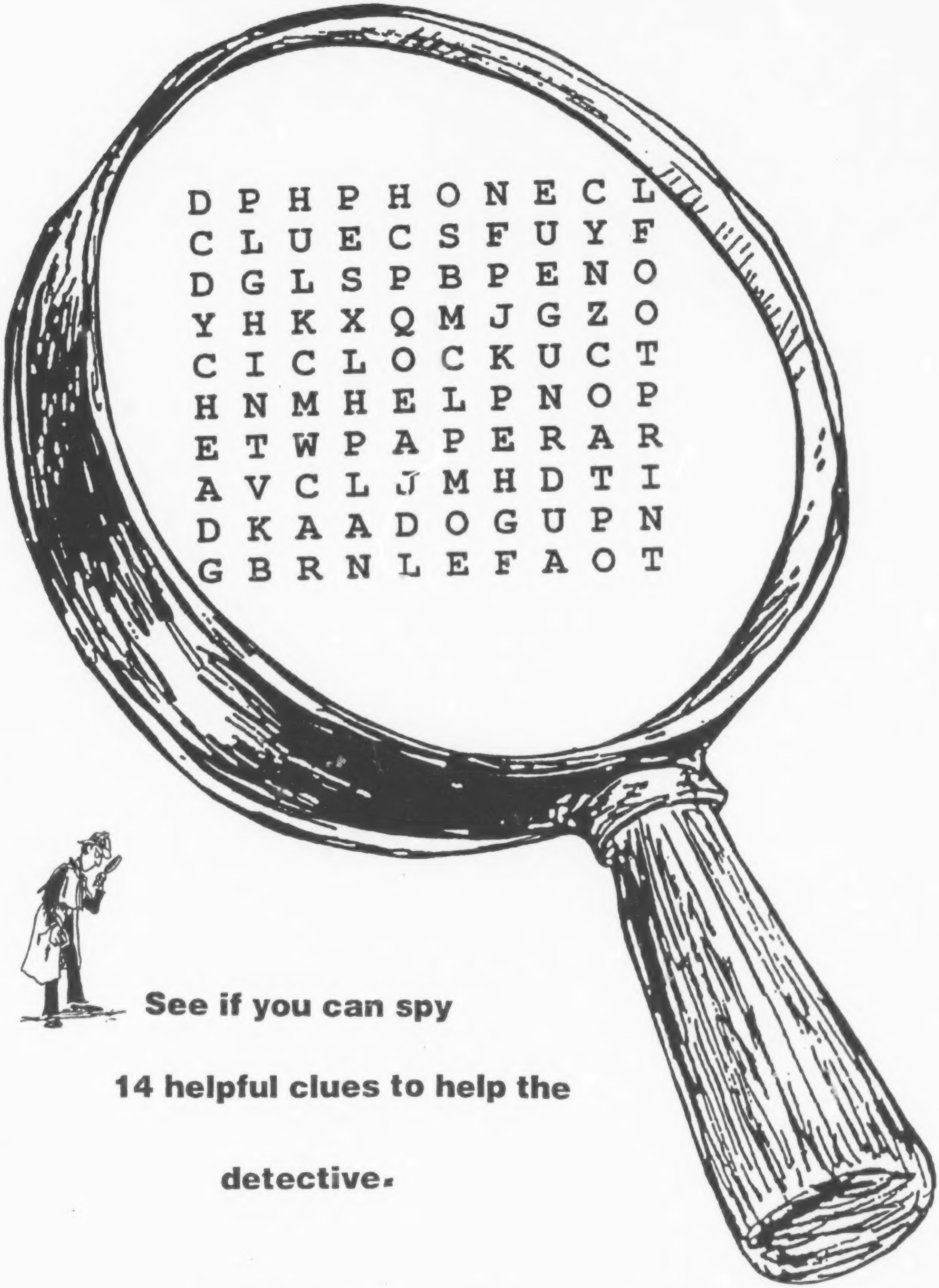












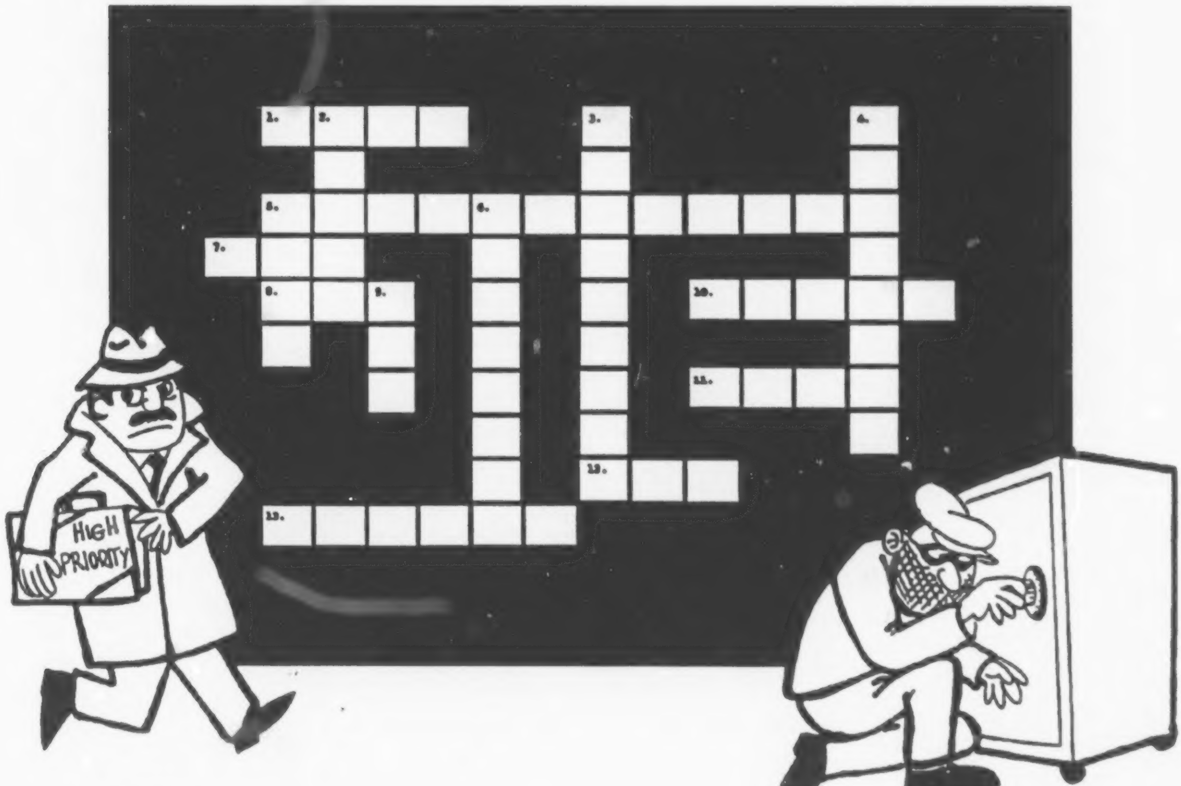
D P H P H O N E C L
C L U E C S F U Y F
D G L S P B P E N O
Y H K X Q M J G Z O
C I C L O C K U C T
H N M H E L P N O P
E T W P A P E R A R
A V C L J M H D T I
D K A A D O G U P N
G B R N L E F A O T

See if you can spy

14 helpful clues to help the

detective.

DETECTIVE CROSSWORD

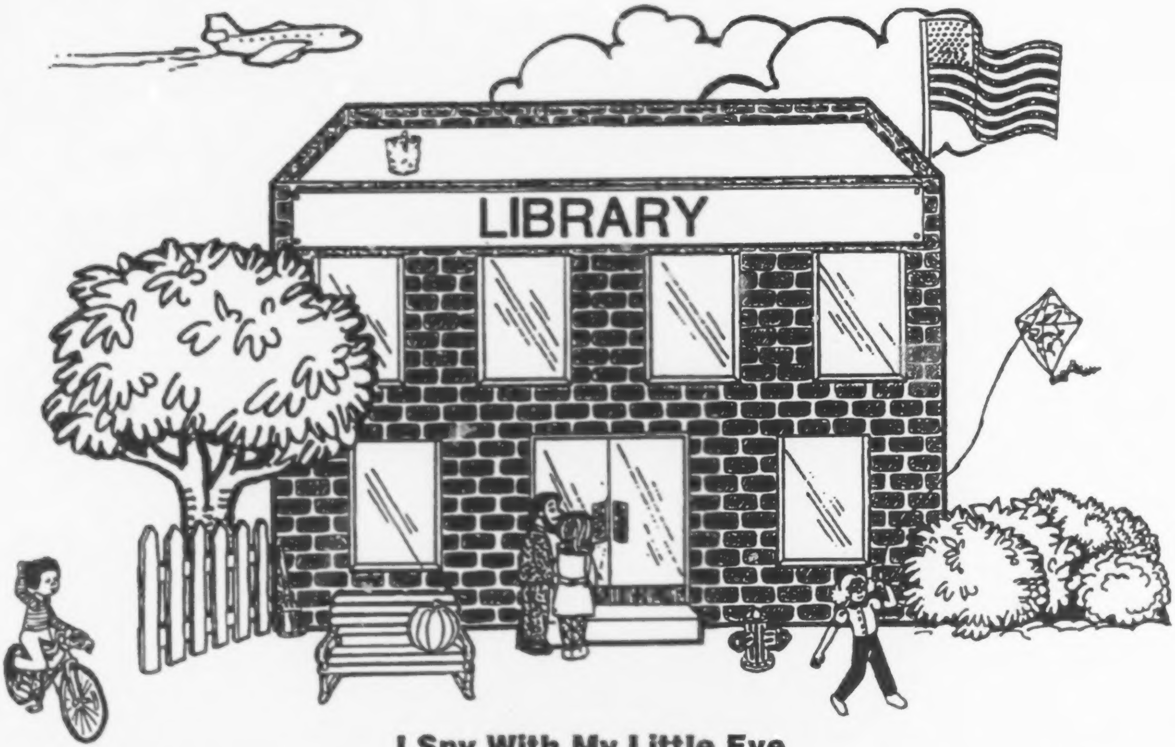


ACROSS

1. A detective keeps a file on each —.
5. Don't touch anything at the crime scene until police check for ———.
7. Information is analyzed in the crime —.
8. A small box with material to check for fingerprints is a —.
10. A detective looks for —– in order to solve a crime.
11. The robber put the — in the pillowcase and disappeared.
12. A — steals government secrets.
13. A —— tries to print his own money.

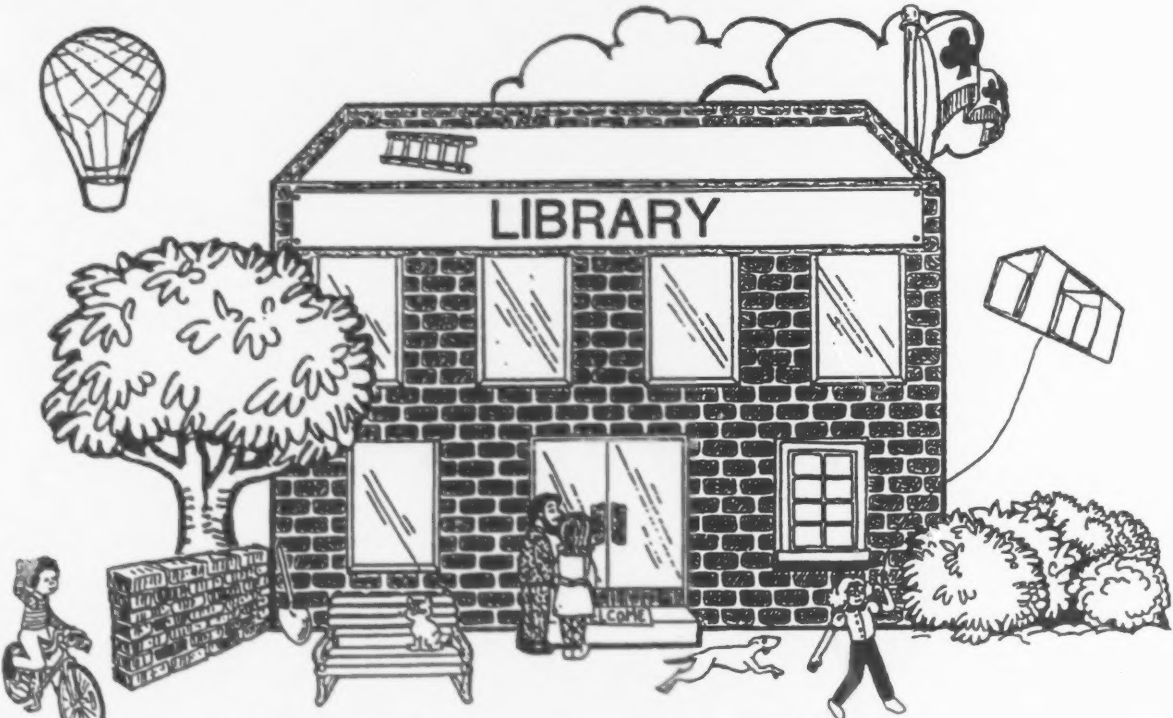
DOWN

2. You need an —– to establish where you were at the time of a murder.
3. Persons who pretend to be someone else are ———.
4. People on trial are ——–.
5. A counterfeiter prints — money.
6. In court, the judge and jury examine ——– from the crime scene.
9. Sometimes police receive an anonymous call or — which helps them.



I Spy With My Little Eye

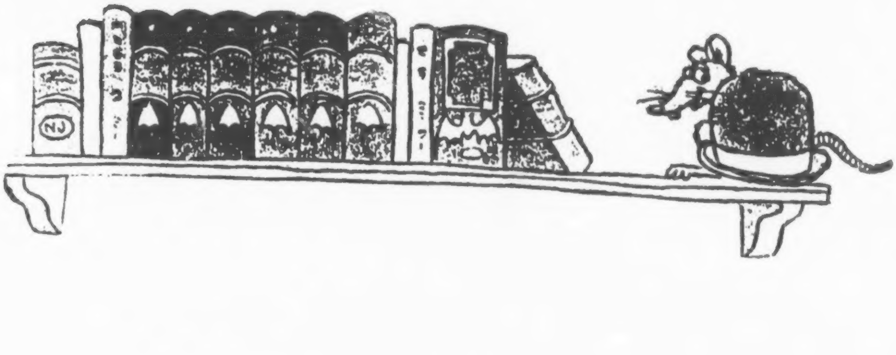
Study the picture at the top- now cover it up and identify 10 differences in the picture below.



Match the titles of these mystery books with their authors.

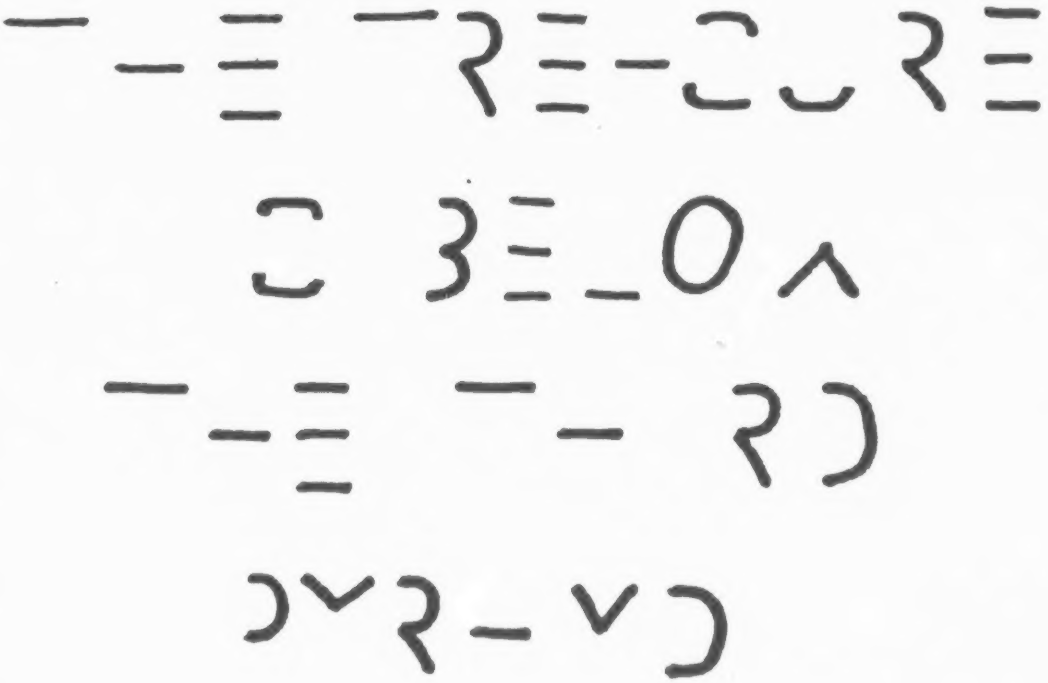
1. Eat Your Poison, Dear __________
2. In the Face of Danger ___________
3. Nate the Great and the Musical __________
4. Who Stole the Wizard of Oz? _________
5. Dungeon of Doom _________
6. The Three Investigators in the Mystery of Death Trap Mine ________
7. The House with a Clock in it's Wall ________
8. The Dastardly Murder of Dirty Pete _______
9. The Kidnapping of Courtney Van Allen and What's Her Name __________
10. Harriet the Spy ____________
11. The Westing Game ____________
12. The Deserted Library Mystery ___________
13. The Dollhouse Murders ____________
14. The View From the Cherry Tree ___________
15. Encyclopedia Brown Finds the Clues _________

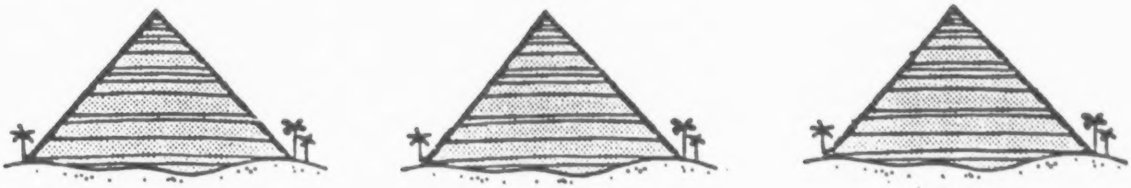
1. Joan Lowery Nixon
2. John Bellairs
3. Eth Clifford
4. Ellen Raskin
5. Betty Ren Wright
6. Avi
7. Gertrude Chandler Warner
8. Willo Davis Roberts
9. James Howe
10. Donald J. Sobal
11. Marjorie Wenman Sharmat
12. Louise Fitzhugh
13. Franklin W. Dixon
14. Joyce Cool
15. M.V. Carey



These ancient writing will lead you to buried treasure. To solve the secret message you must add 32 verticle lines, and 8 diagonal lines.

Each line should be as long as the following line: _______

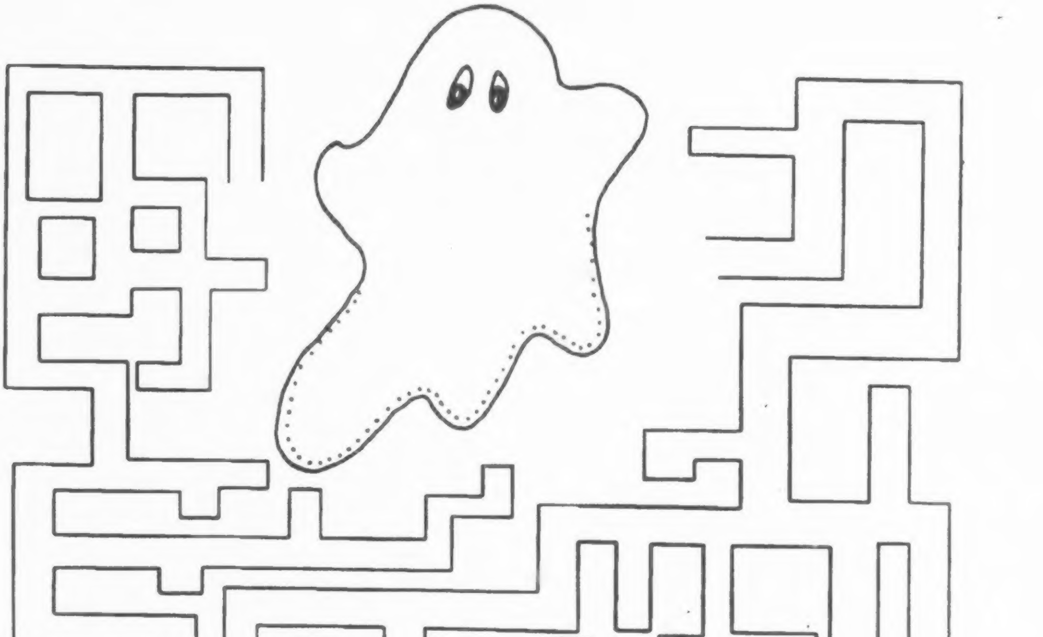




By moving one letter, see if you can decode this message.

ouw illf indt heg oldh iddenu ndert het hirdr owo fb ricksi nt hef ireplacey

Help Gordy find his way to Mystery Mansion.

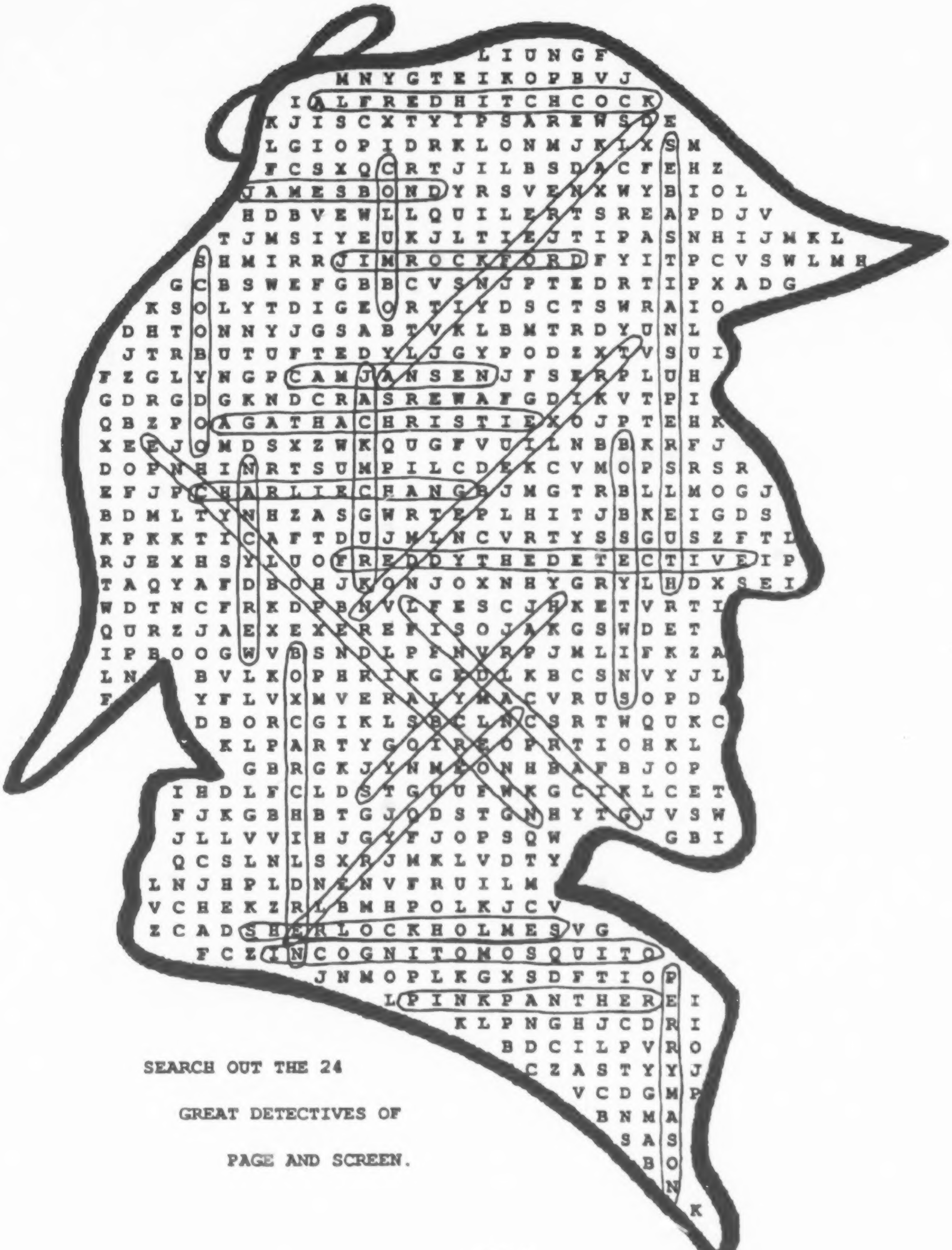


DINOSAUR CLUES

ANSWER KEY

1. TRICERATOPS
2. STEGOSAURUS
3. TYRANNOSAURUS
4. STYRACOSAURUS
5. CORYTHOSAURUS
6. TRACHODON
7. BRONTOSAURUS
8. DIMETRODON

COMPLIMENTS OF COTTONWOOD PUBLIC LIBRARY YOUTH SERVICES


L I U N G F
M N Y G T E I K O P B V J
I A L F R E D H I T C H C O C K
K J I S C X T Y I P S A R E W S D E
L G I O P I D R K L O N M J K L X S M
F C S X Q C R T J I L B S D A C F E H Z
J A M E S B O N D Y R S V E N X W Y B I O L
H D B V E W L L Q U I L E R T S R E A P D J V
T J M S I Y E U K J L T I E J T I P A S N H I J M K L
S H M I R R J I M R O C K F O R D F Y I T P C V S W L M H
G C B S W E F G B B C V S N J P T E D R T I P X A D G
K S O L Y T D I G E O R T I Y D S C T S W R A I O
D H T O N N Y J G S A B T V K L B M T R D Y U N L
J T R B U T U F T E D Y L J G Y P O D Z X T V S U I
F Z G L Y N G P C A M J A N S E N J F S E R P L U H
G D R G D G K N D C R A S R E W A F G D I K V T P I
Q B Z P O A G A T H A C H R I S T I E X O J P T E H K
X E E J O M D S X Z W K Q U G F V U I L N B B K R F J
D O P N H I N R T S U M P I L C D E K C V M O P S R S R
E F J P C H A R L I E C H A N G B J M G T R B L L M O G J
B D M L T Y N H Z A S G W R T E P L H I T J B K E I G D S
K P K K T I C A F T D U J M L N C V R T Y S S G U S Z F T L
R J E X H S Y L U O F R E D D Y T H E D E T E C T I V E I P
T A Q Y A F D B O H J K O N J O X N H Y G R Y L H D X S E I
W D T N C F R K D P B N V L F E S C J H K E T V R T I
Q U R Z J A E X E X E R E F I S O J A K G S W D E T
I P B O O G W V B S N D L P F N V R P J M L I F K Z A
L N B V L K O P H R I K G E D L K B C S N V Y J L
F Y F L V X M V E R A L Y M A C V R U S O P D
D B O R C G I K L S B C L N C S R T W Q U K C
K L P A R T Y G O I R E O P R T I O H K L
G B R G K J Y N M E O N H B A F B J O P
I H D L F C L D S T G U U F W K G C I K L C E T
F J K G B H B T G J O D S T G N H Y T G J V S W
J L L V V I H J G Y F J O P S Q W G B I
Q C S L N L S X R J M K L V D T Y
L N J H P L D N E N V F R U I L M
V C H E K Z R L B M H P O L K J C V
Z C A D S H E R L O C K H O L M E S V G
F C Z I N C O G N I T O M O S Q U I T O
J N M O P L K G X S D F T I O P
L P I N K P A N T H E R E I
K L P N G H J C D R I
B D C I L P V R O
C Z A S T Y Y J
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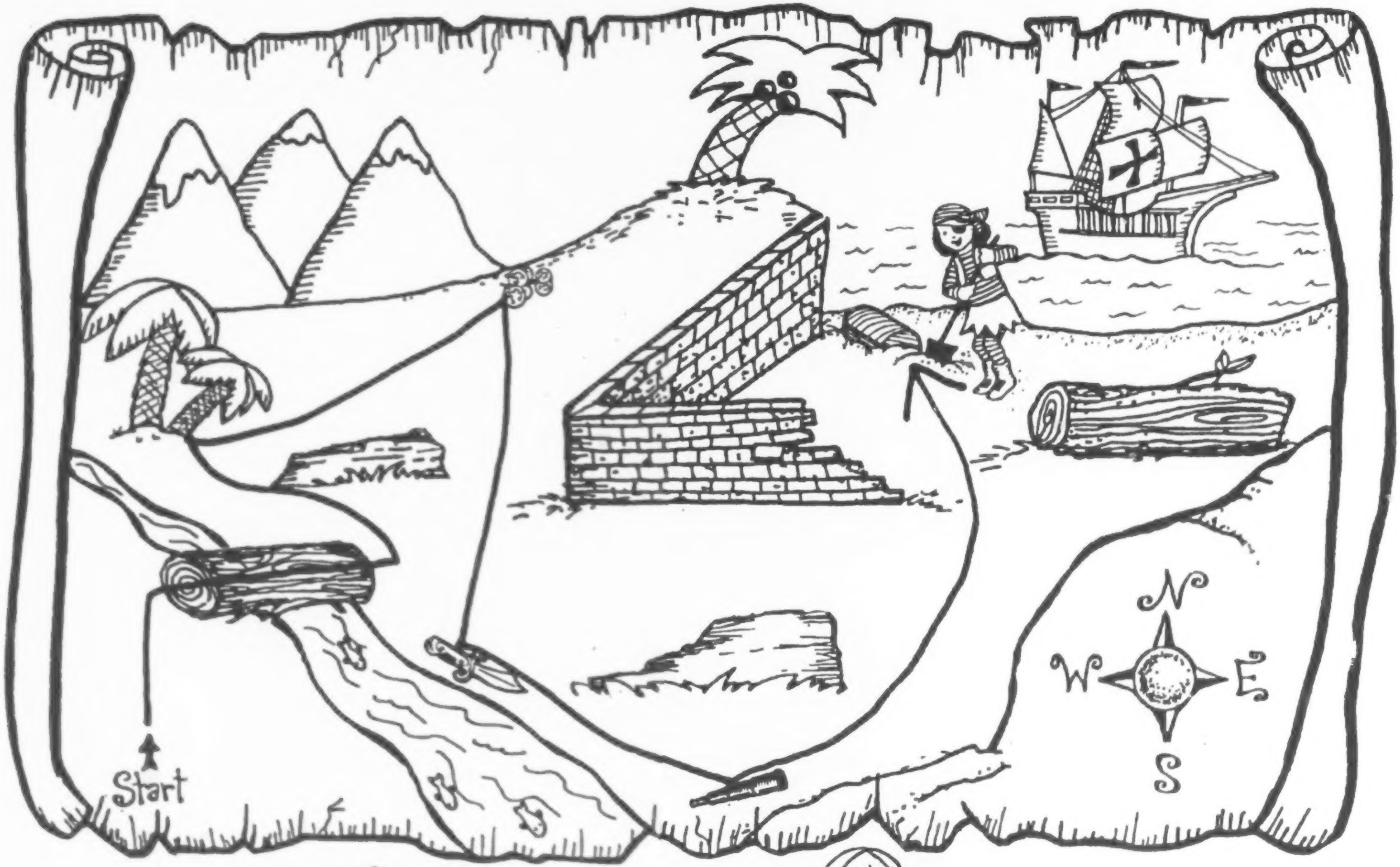
SEARCH OUT THE 24

GREAT DETECTIVES OF

PAGE AND SCREEN.

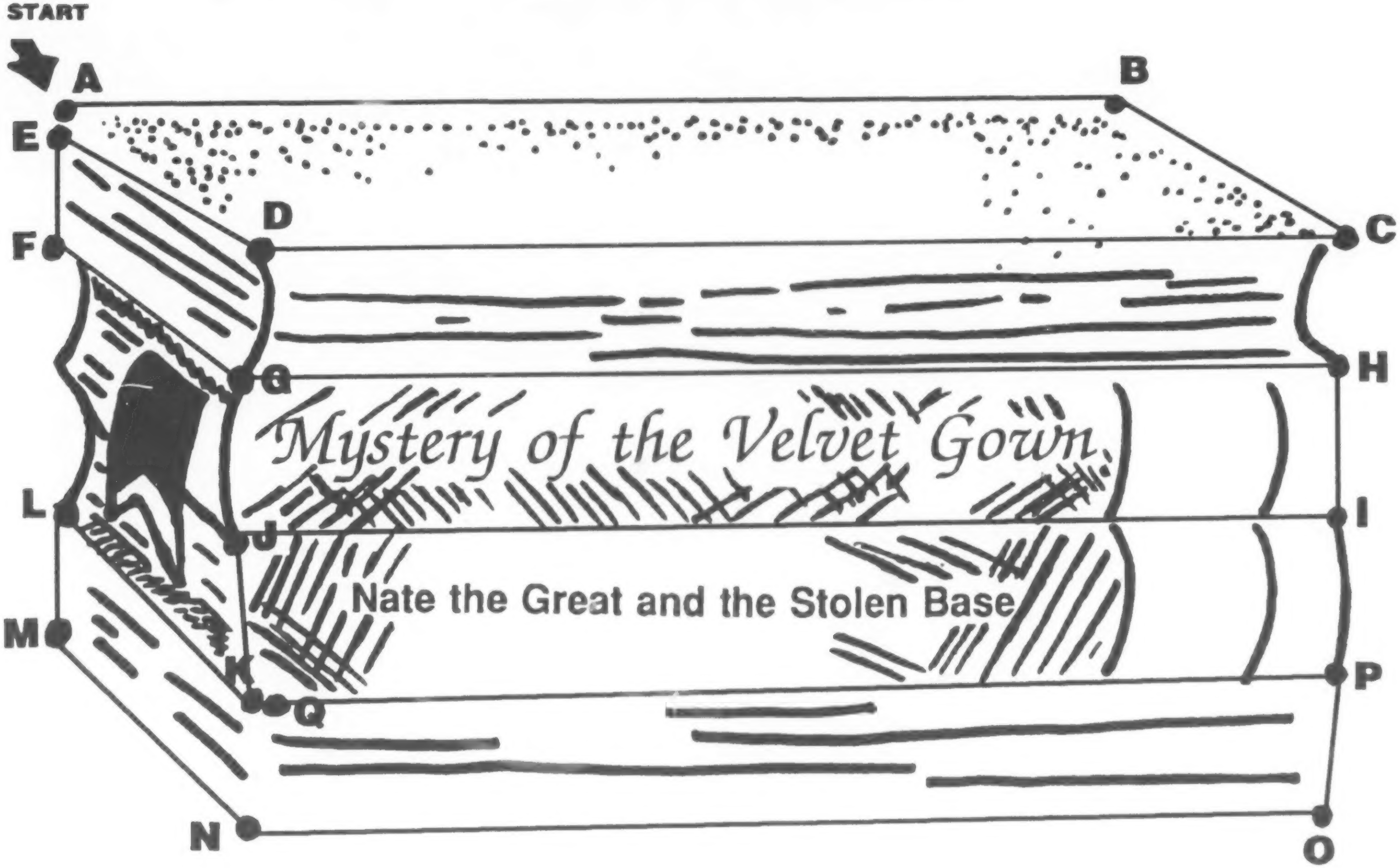


Go Nº 3 s, the at the . Go to the then find the .

Go S to the , then find the , Go tween the and the to

for the . **Congratulations, you have captured the red-handed!**

A - B - C MYSTERY


START
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Q
Mystery of the Velvet Gown
Nate the Great and the Stolen Base

COMPLETE THE DOT TO DOT AND DISCOVER

THESE GREAT BOOKS

UNSCRAMBLE THESE WORDS AND LEARN SOME OF THE TECHNIQUES USED BY DETECTIVES.

USTD RFO IINTPNRSEFGR DUST FOR FINGERPRINTS

CAUGHT RED HANDED **UGTCAH ERD ANDDEH**

GQINUESTONI SSNWTESIE QUESTIONING WITNESSES

SCENE OF THE CRIME **ENECS FO ETH ECMRI**

WATAYEG RCA GETAWAY CAR

STAKEOUT **AKOTSEUT**

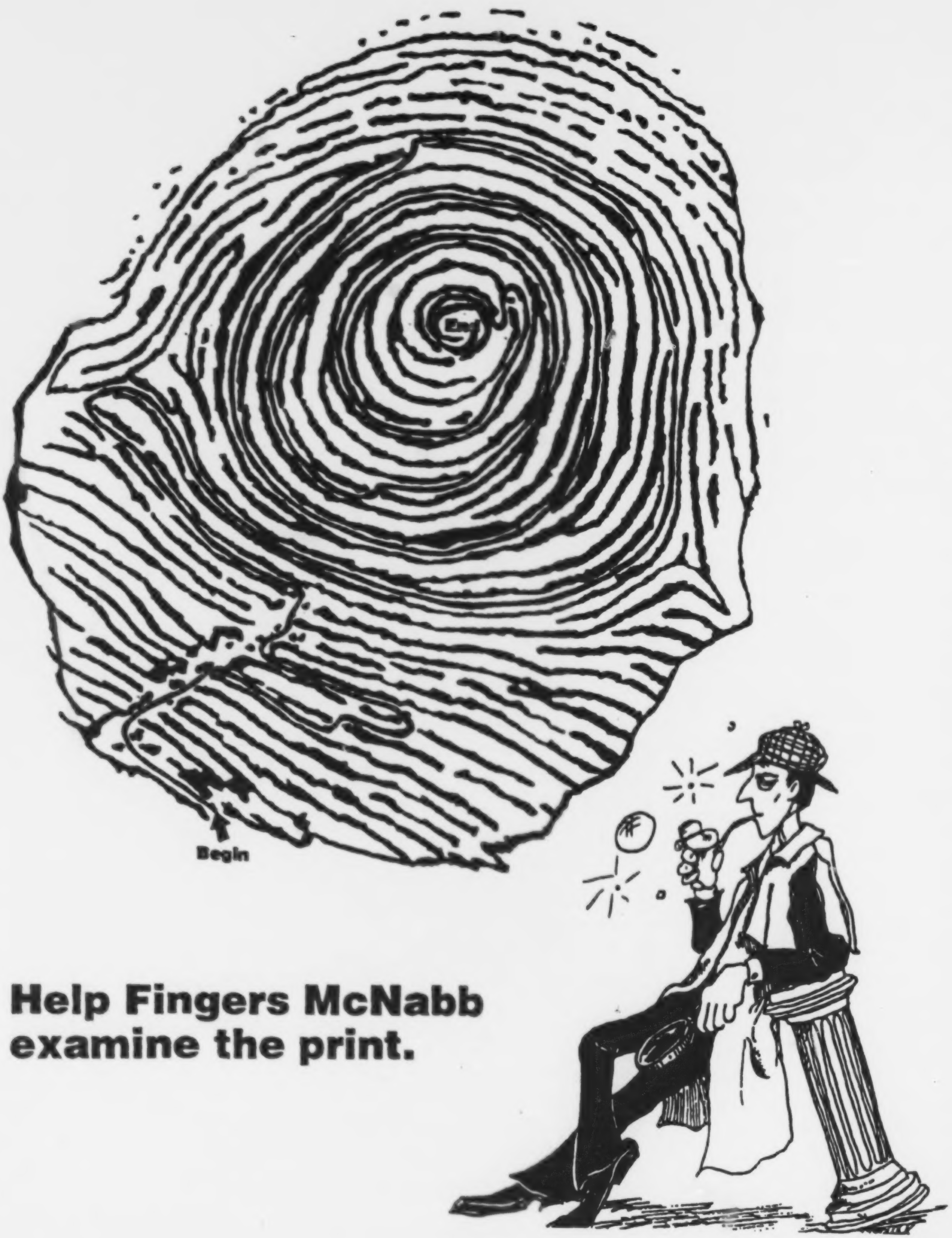
CNUDVREREO OTOPNIERA UNDERCOVER OPERATION

ALL POINTS BULLETIN **LAL NOISTP NTLILUBE**

UPIUOSSICS RCSTARACEH SUSPICIOUS_ CHARACTERS

LAISA ALIAS

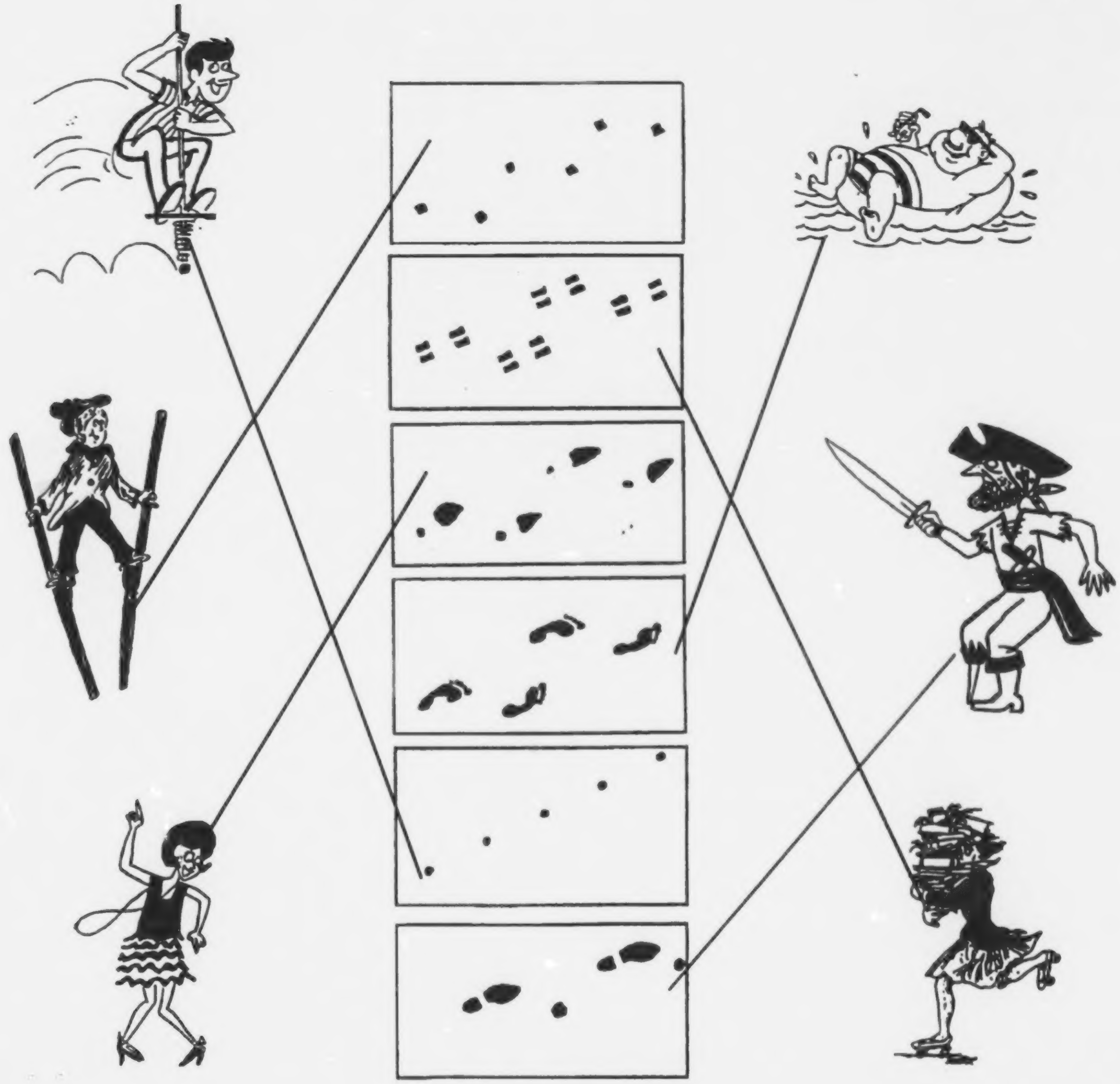
HELD FOR QUESTIONING **EDLH OFR NGONITQEUSI**

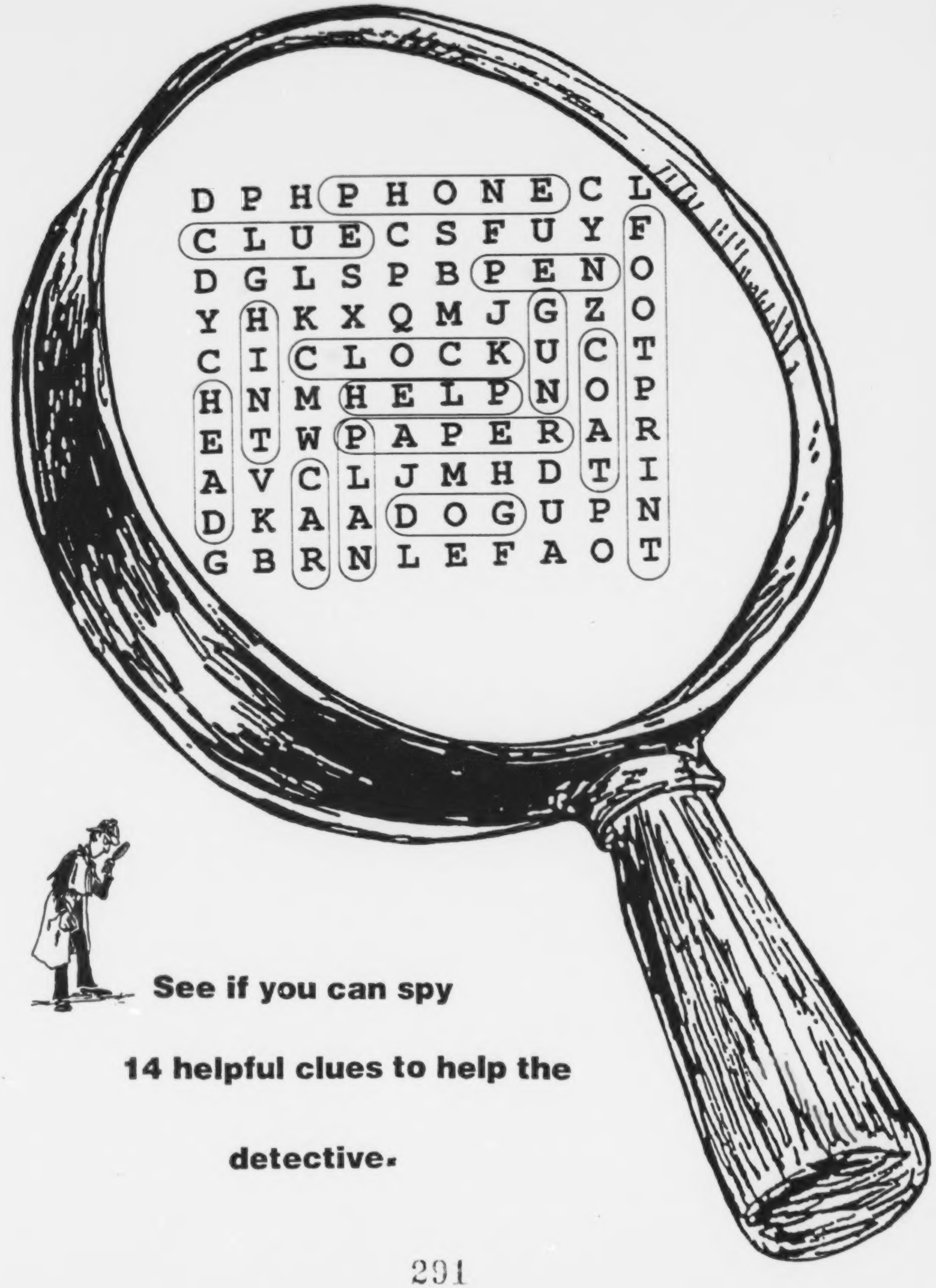


Help Fingers McNabb examine the print.

TELL-TALE TRACKS

You are a detective walking on the beach. How good are you at matching these tracks with the person who made them?





D P H P H O N E C L
C L U E C S F U Y F
D G L S P B P E N O
Y H K X Q M J G Z O
C I C L O C K U C T
H N M H E L P N O P
E T W P A P E R A R
A V C L J M H D T I
D K A A D O G U P N
G B R N L E F A O T

See if you can spy

14 helpful clues to help the

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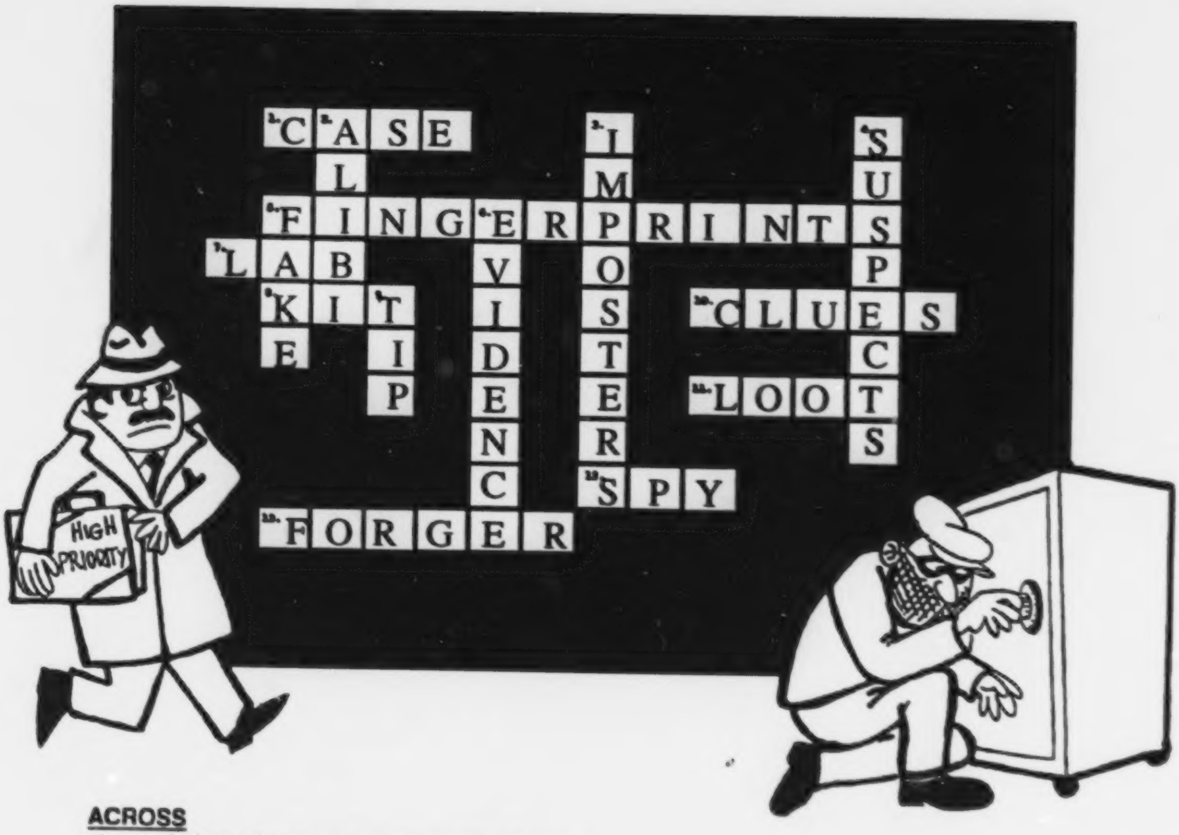
DETECTIVE CROSSWORD


1 CASE
2 ALIBI
3 IMPOSTERS
4 SUSPECTS
5 FINGERPRINTS
5 FAKE
6 EVIDENCE
7 LAB
8 KIT
9 TIP
10 CLUES
11 LOOT
12 SPY
13 FORGER
HIGH PRIORITY

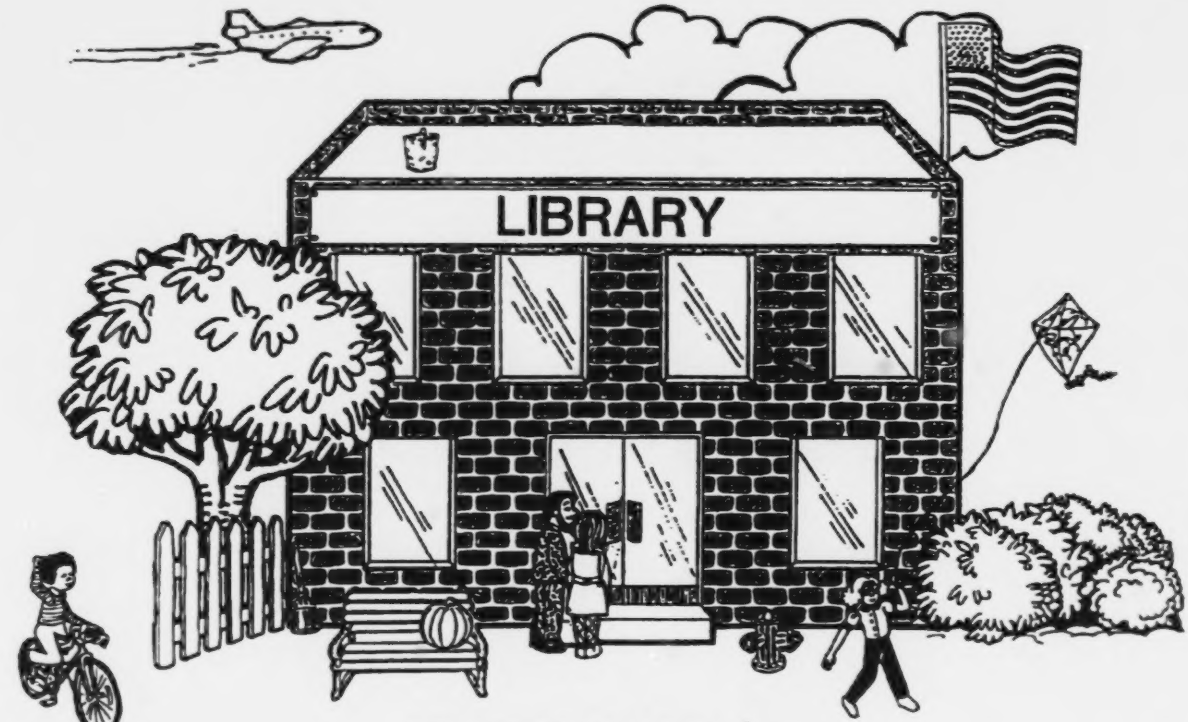
ACROSS

1. A detective keeps a file on each —.
5. Don't touch anything at the crime scene until police check for ———.
7. Information is analyzed in the crime —.
8. A small box with material to check for fingerprints is a —.
10. A detective looks for —— in order to solve a crime.
11. The robber put the — in the pillowcase and disappeared.
12. A — steals government secrets.
13. A —— tries to print his own money.

DOWN

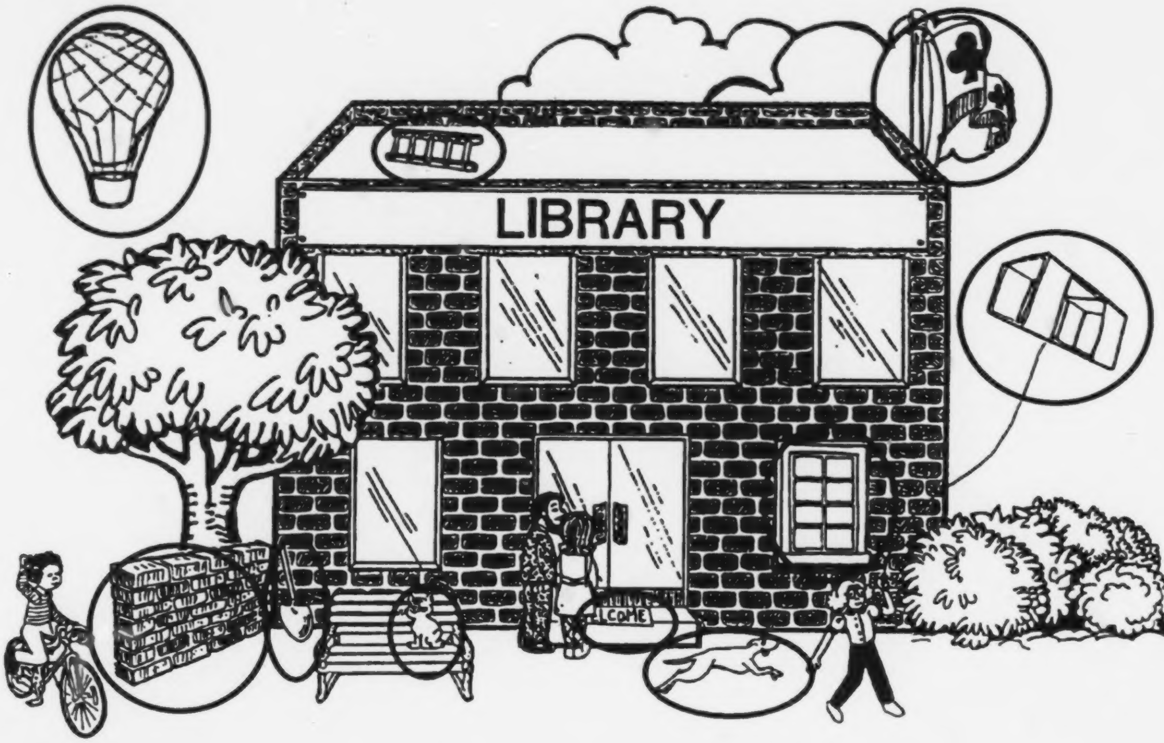
2. You need an —— to establish where you were at the time of a murder.
3. Persons who pretend to be someone else are ———.
4. People on trial are ———.
5. A counterfeiter prints — money.
6. In court, the judge and jury examine ——— from the crime scene.
9. Sometimes police receive an anonymous call or — which helps them.

BEST COPY AVAILABLE



I Spy With My Little Eye

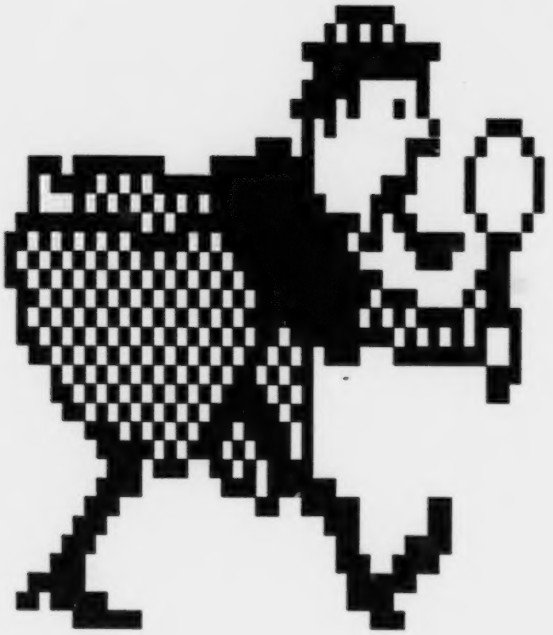
Study the picture at the top– now cover it up and identify 10 differences in the picture below.


LIBRARY
LCOME

Match the titles of these mystery books with their authors.

1. Eat Your Poison, Dear 9
2. In the Face of Danger 1
3. Nate the Great and the Musical 11
4. Who Stole the Wizard of Oz? 6
5. Dungeon of Doom 13
6. The Three Investigators in the Mystery of Death Trap Mine 15
7. The House with a Clock in it's Wall 2
8. The Dastardly Murder of Dirty Pete 3
9. The Kidnapping of Courtney Van Allen and What's Her Name 14
10. Harriet the Spy 12
11. The Westing Game 4
12. The Deserted Library Mystery 7
13. The Dollhouse Murders 5
14. The View From the Cherry Tree 8
15. Encyclopedia Brown Finds the Clues 10

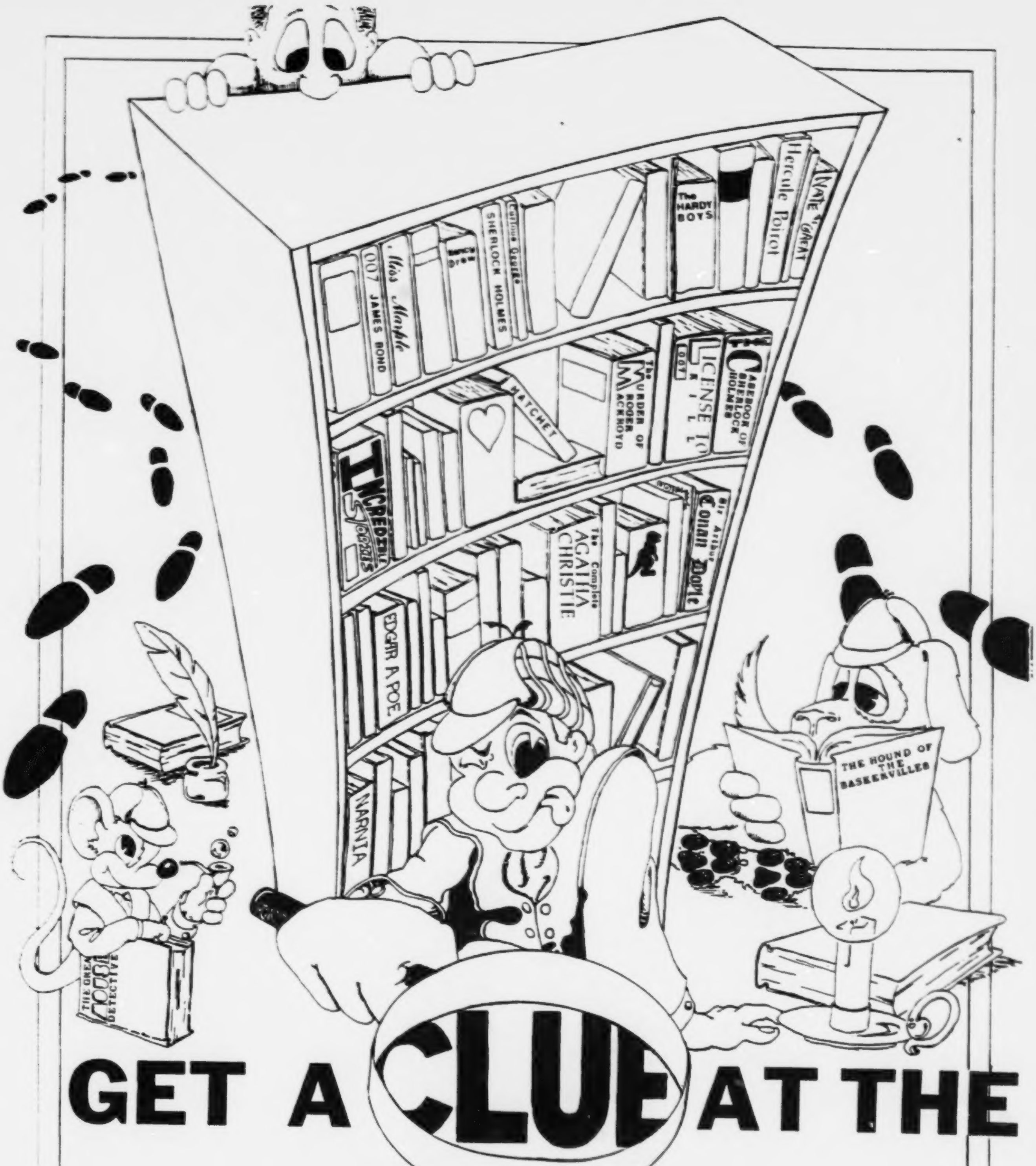
1. Joan Lowery Nixon
2. John Bellairs
3. Eth Clifford
4. Ellen Raskin
5. Betty Ren Wright
6. Avi
7. Gertrude Chandler Warner
8. Willo Davis Roberts
9. James Howe
10. Donald J. Sobal
11. Marjorie Wenman Sharmat
12. Louise Fitzhugh
13. Franklin W. Dixon
14. Joyce Cool
15. M.V. Carey



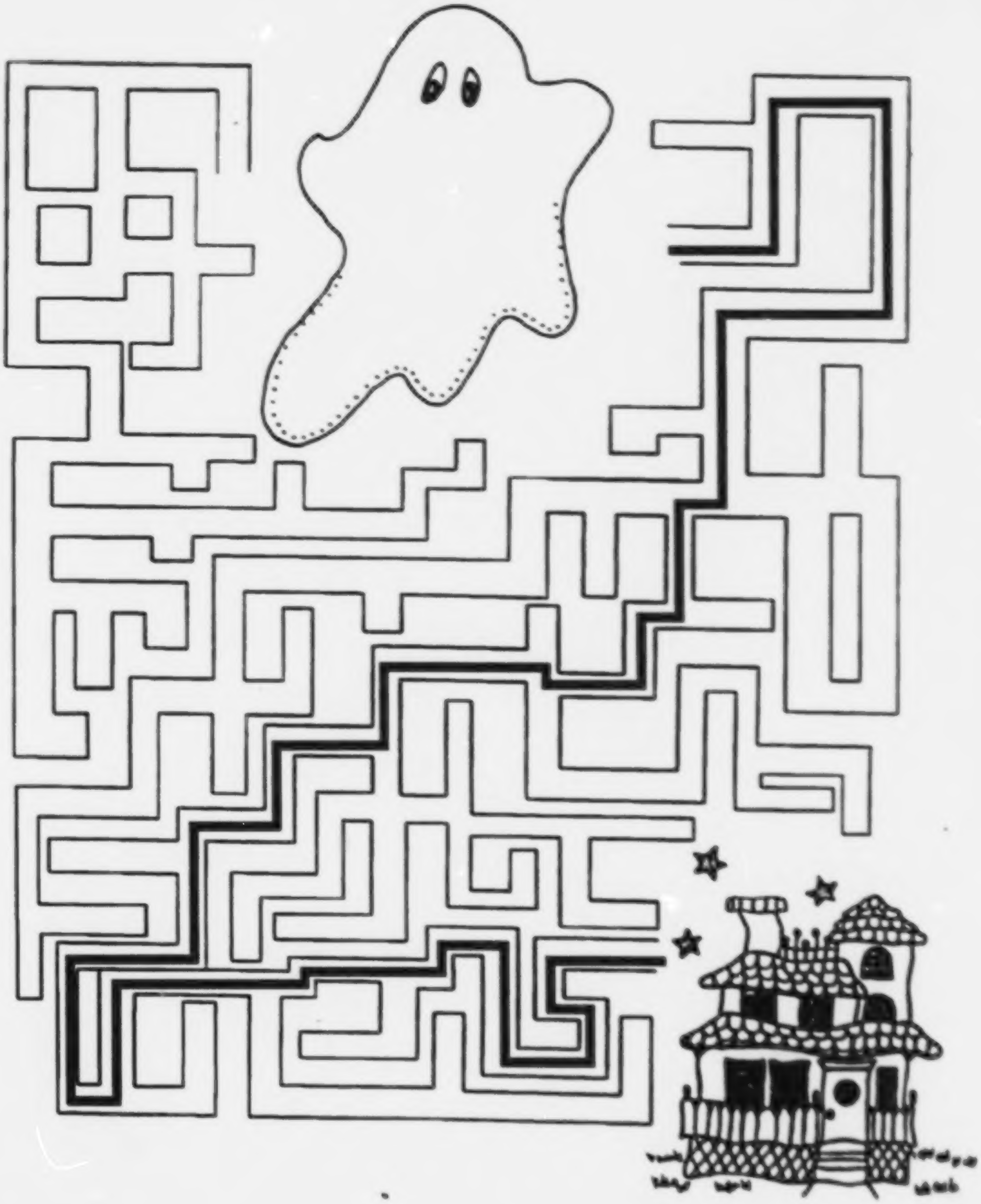
?

296

?


Hercule Poirot
NATE GREAT
The HARDY BOYS
Curious George
SHERLOCK HOLMES
Nancy Drew
Miss Marple
007 JAMES BOND
MATCHET
The MURDER OF ROGER ACKROYD
LICENSE TO KILL
The CASEBOOK OF SHERLOCK HOLMES
INCREDIBLE
The Complete AGATHA CHRISTIE
Sir Arthur Conan Doyle
EDGAR A POE
NARNIA
THE HOUND OF THE BASKERVILLES
THE GREAT MOUSE DETECTIVE
GET A CLUE AT THE
LIBRARY

Help Gordy find his way to Mystery Mansion.



By placing the last letter [y] at the beginning of the message, it reads:

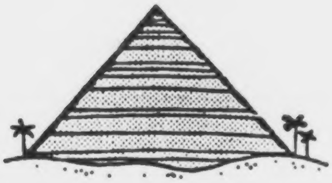
ANSWER

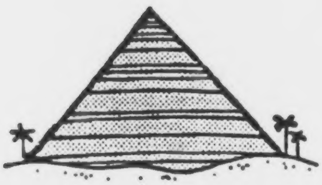
"You will find the gold hidden under the third row of bricks in the fireplace"

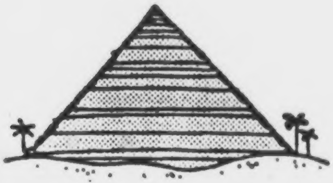
These ancient writing will lead you to buried treasure. To solve the secret message you must add 32 verticle lines, and 8 diagonal lines.

Each line should be as long as the following line: _______

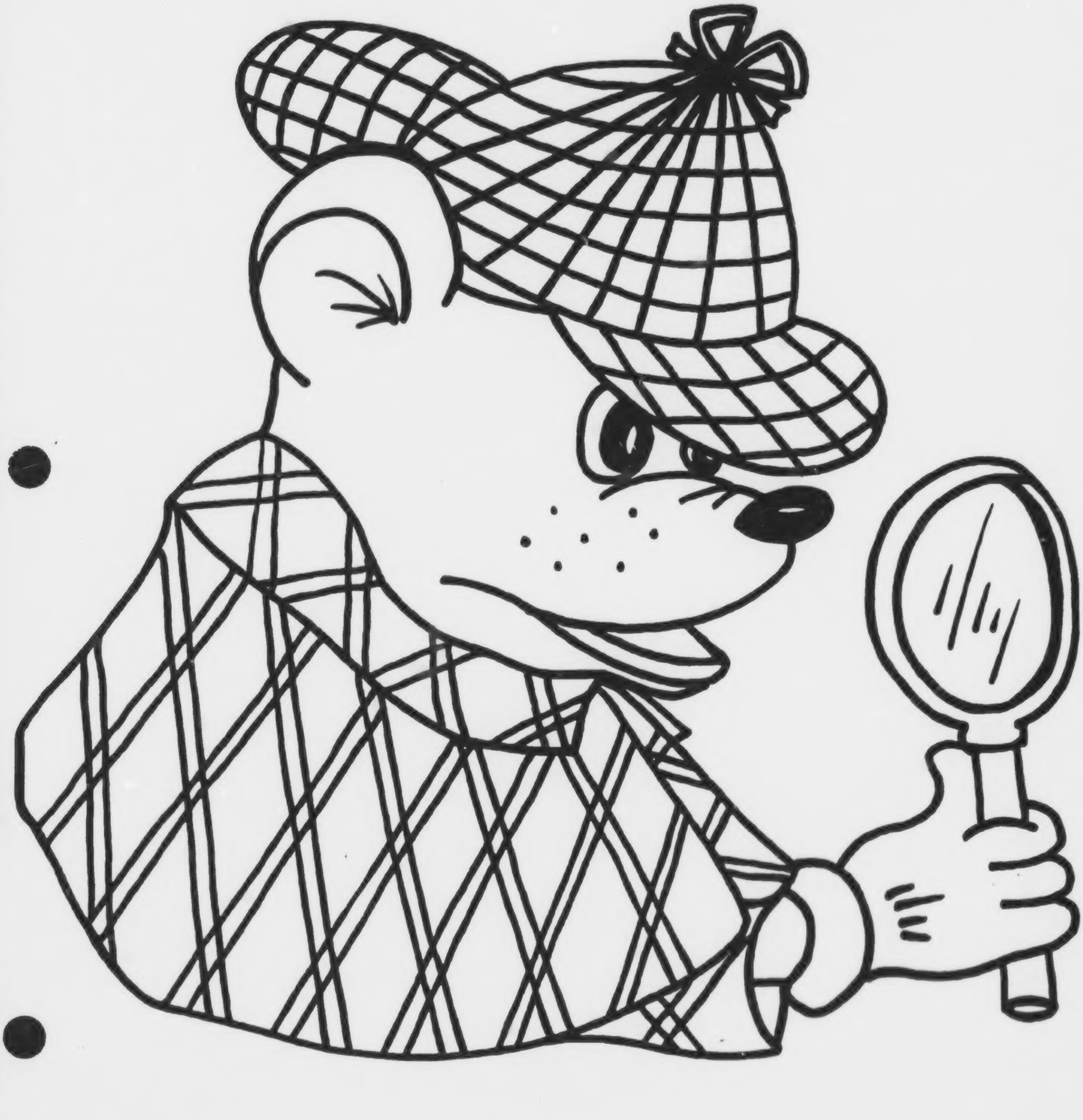
THE TREASURE
IS BELOW
THE THIRD
PYRAMID





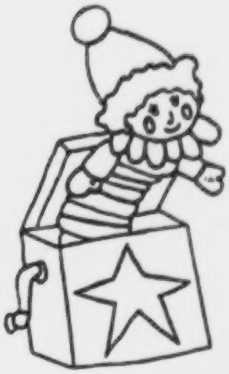
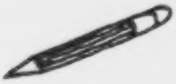
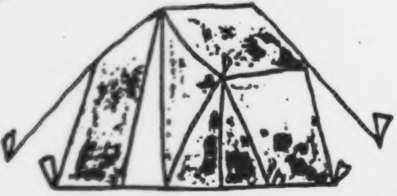
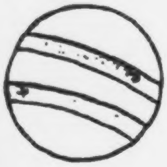
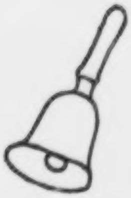
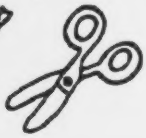
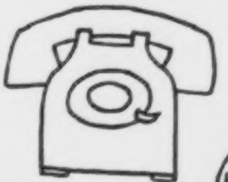
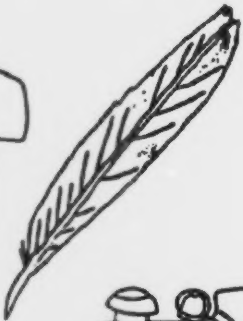
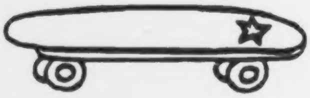
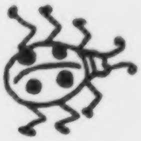
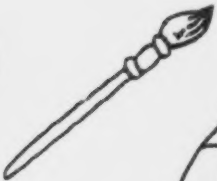
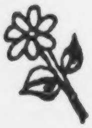
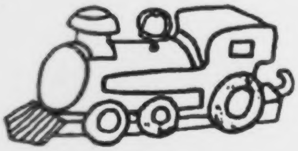
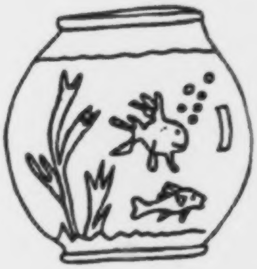
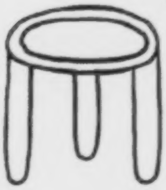
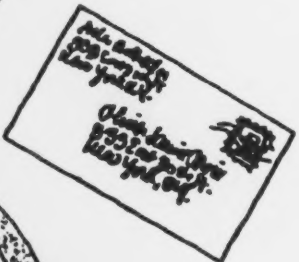
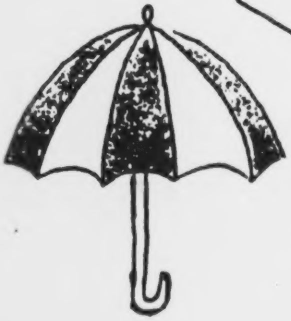
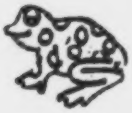
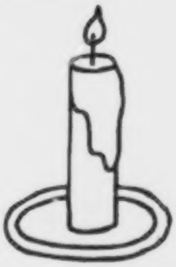
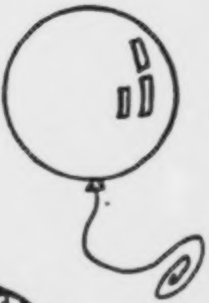
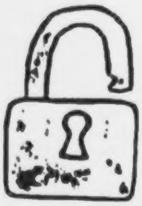
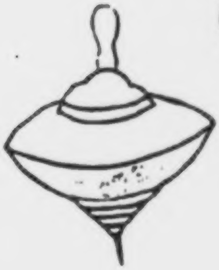
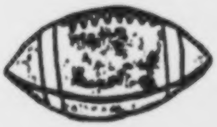
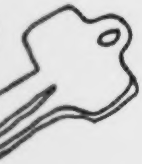
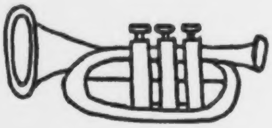


Detective Snoo P. Bare needs some color!

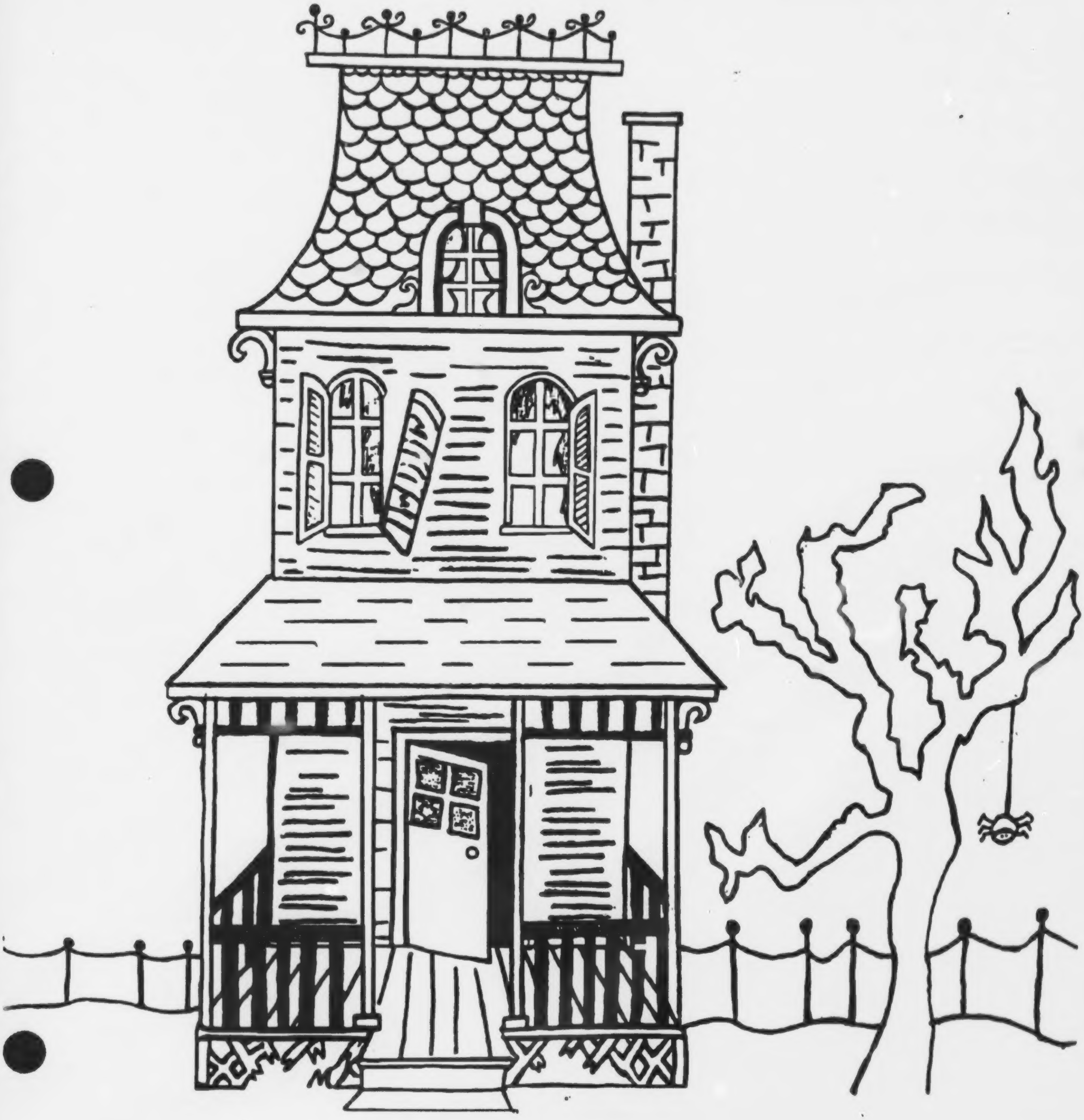


HOW SHARP ARE YOUR POWERS OF OBSERVATION?

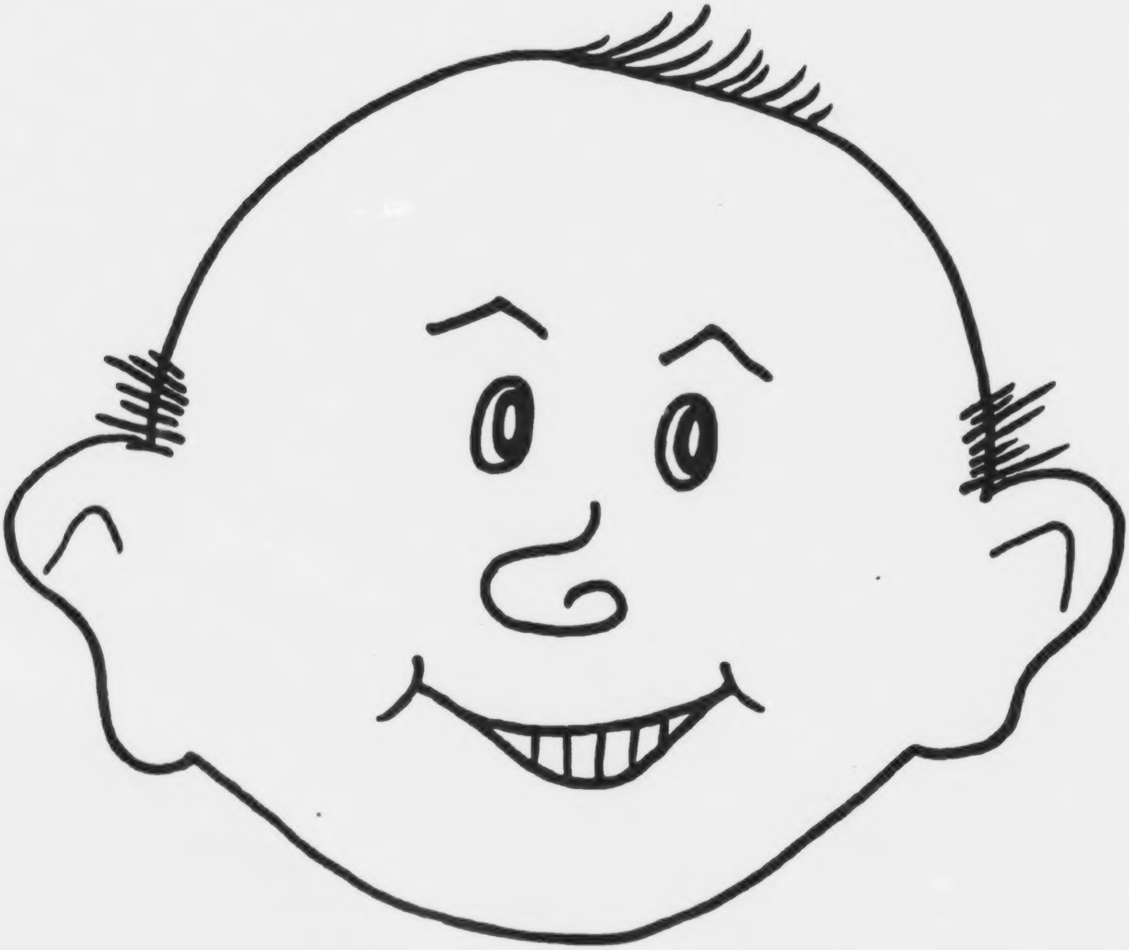
Look at these 25 objects for one minute and then turn the paper over and see how many you can name.

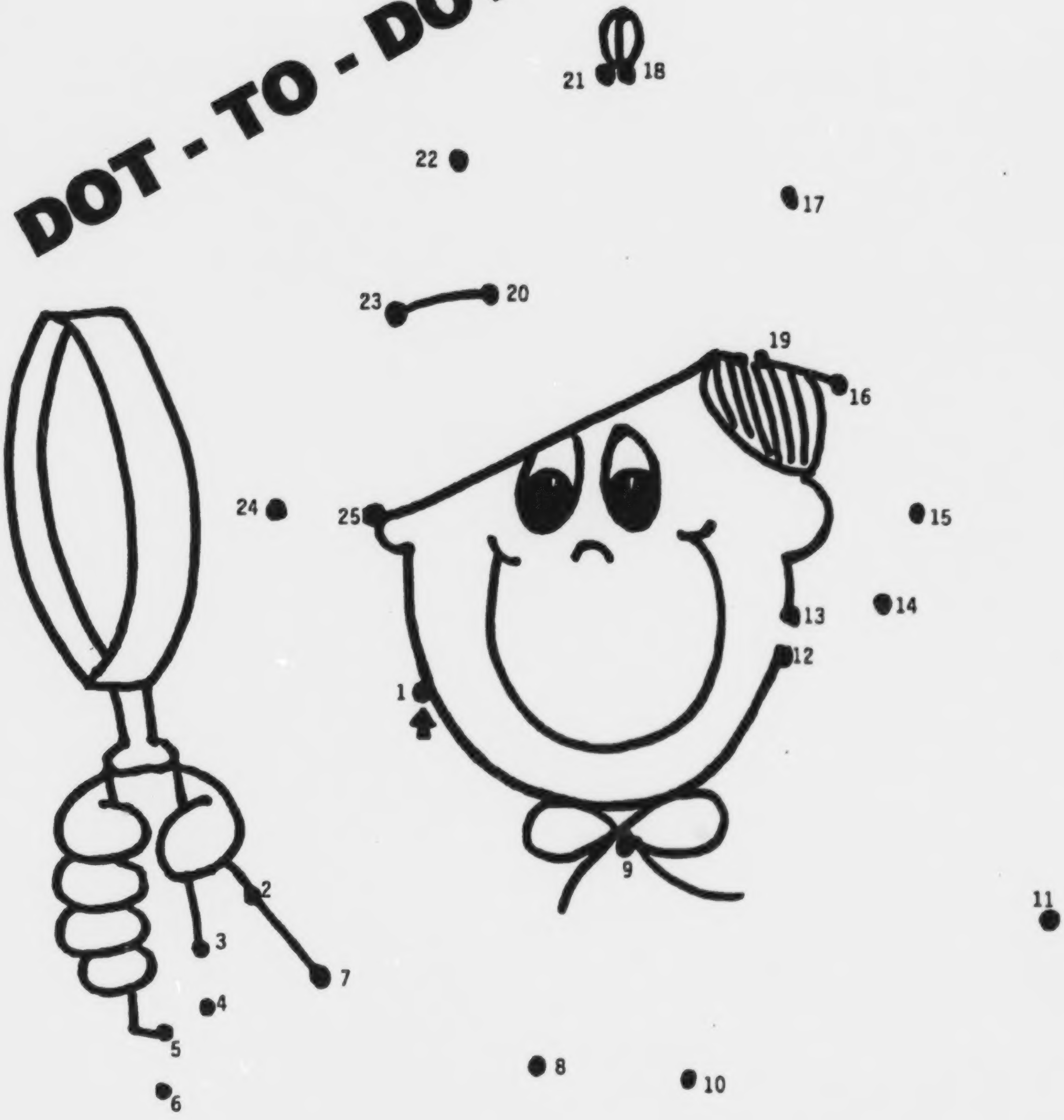
Can you help this deserted house by giving it a new paint job?



Detective I. M. Hiding needs a disguise. Can you help him?

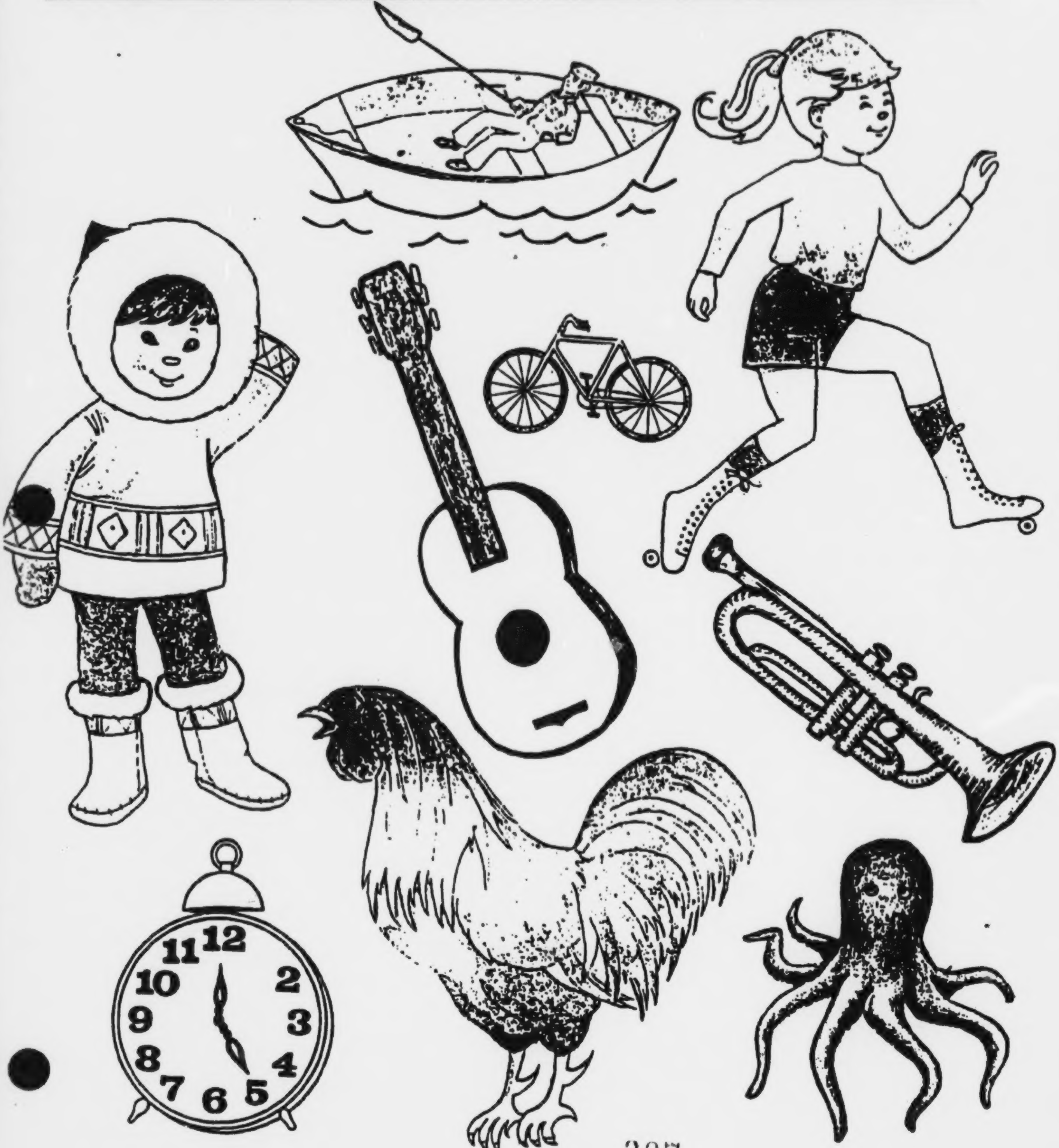


DOT - TO - DOT


21
18
22
17
23
20
19
16
24
25
15
13
14
12
1
9
2
11
3
7
4
5
8
10
6

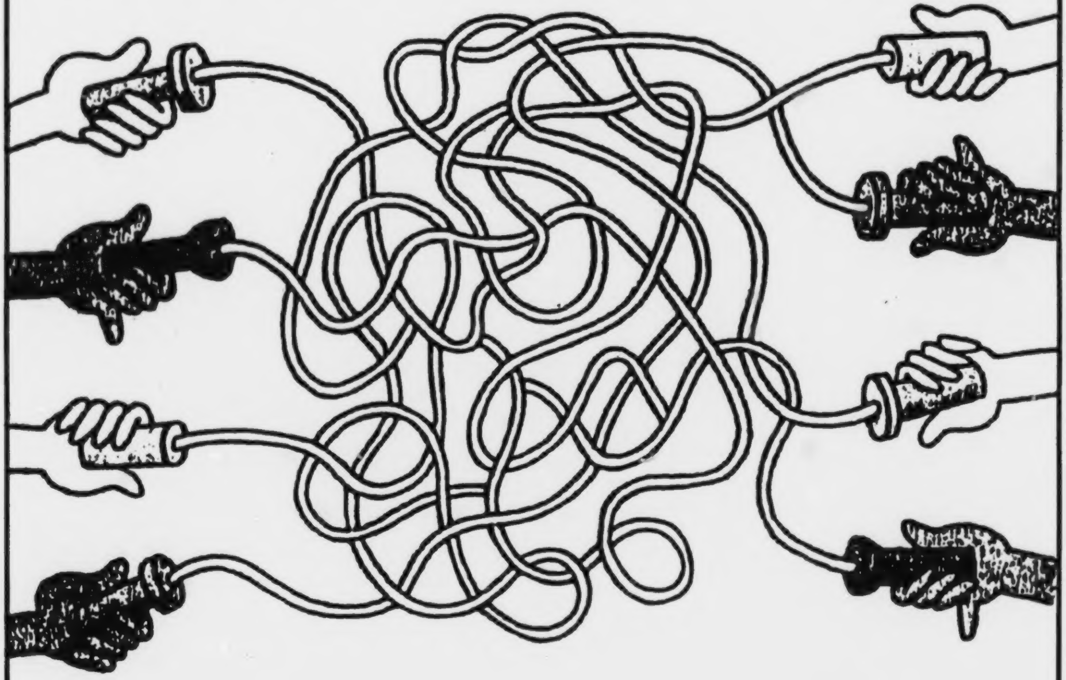
Connect the dots and start with one.
Being a detective is so much fun!

A good investigator must be alert and aware of details. There is something missing in each of the objects below. Draw in the missing detail.

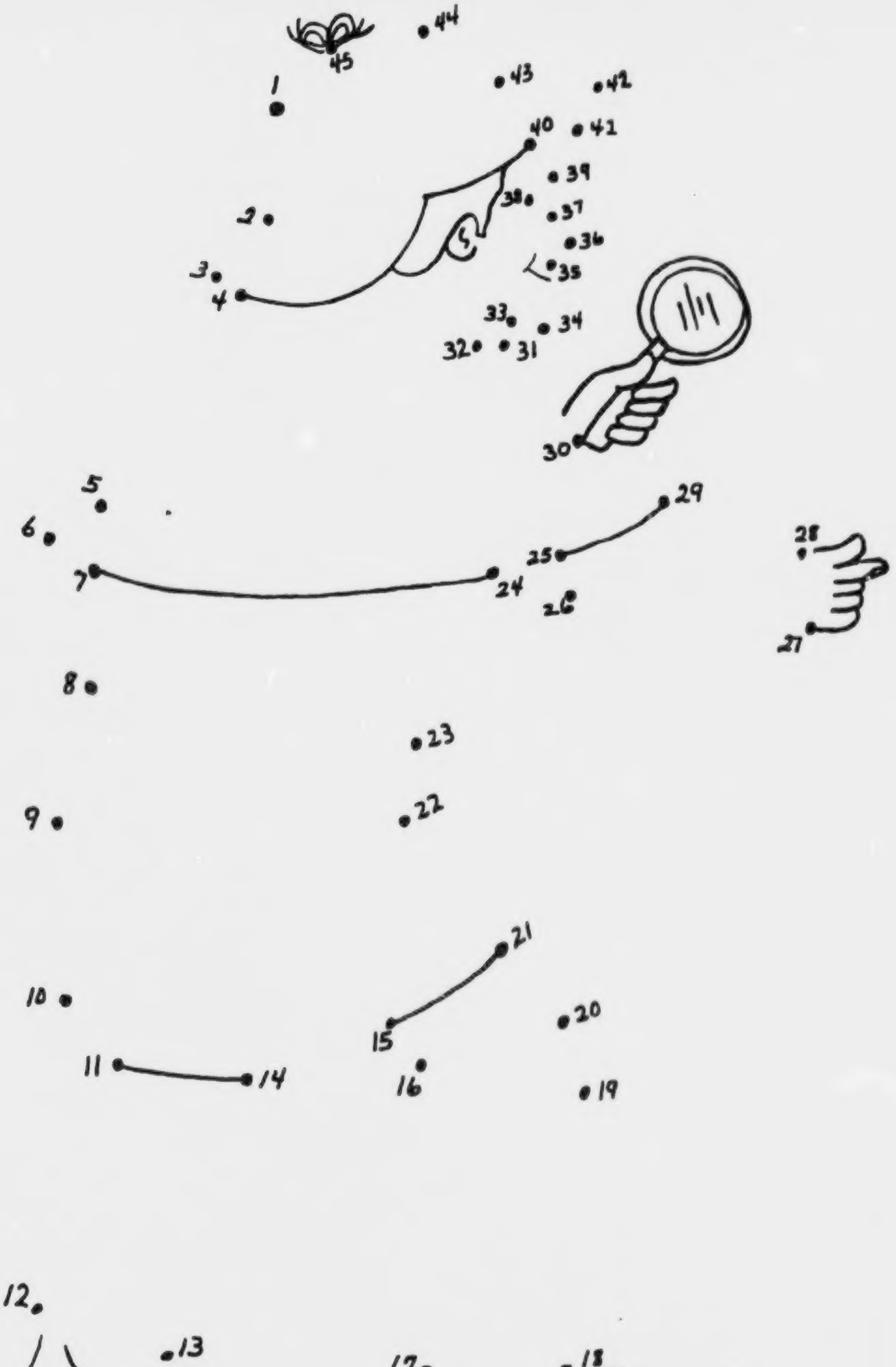

12
11
10
2
9
3
8
4
7
6
5

Jump Rope Jumble

Which jump rope goes all the way across between two hands?



Connect the dots to discover who's inspecting.



45
44
1
43
42
40
41
39
38
37
2
36
3
35
4
33
34
32
31
30
5
29
6
28
25
7
24
26
27
8
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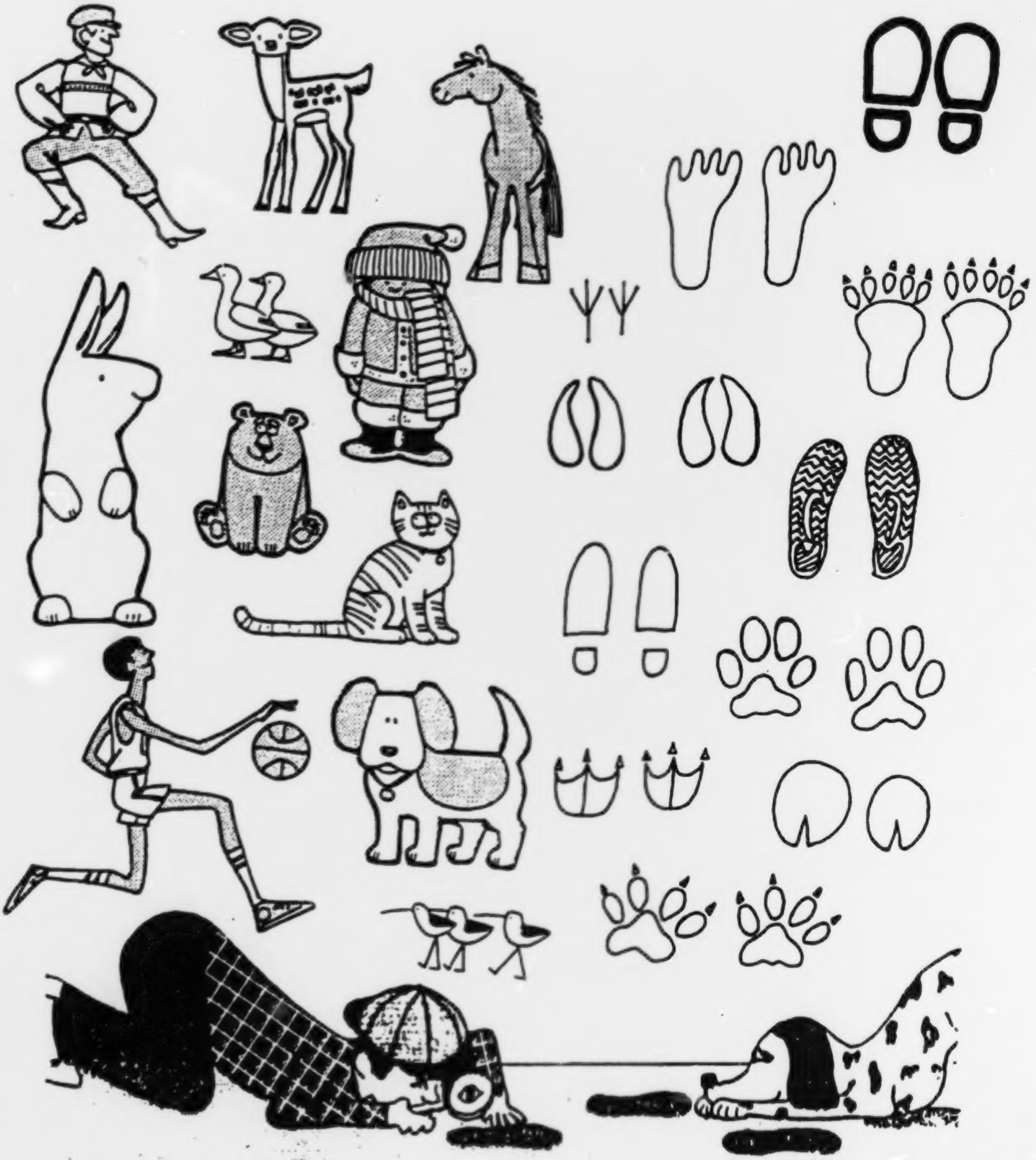
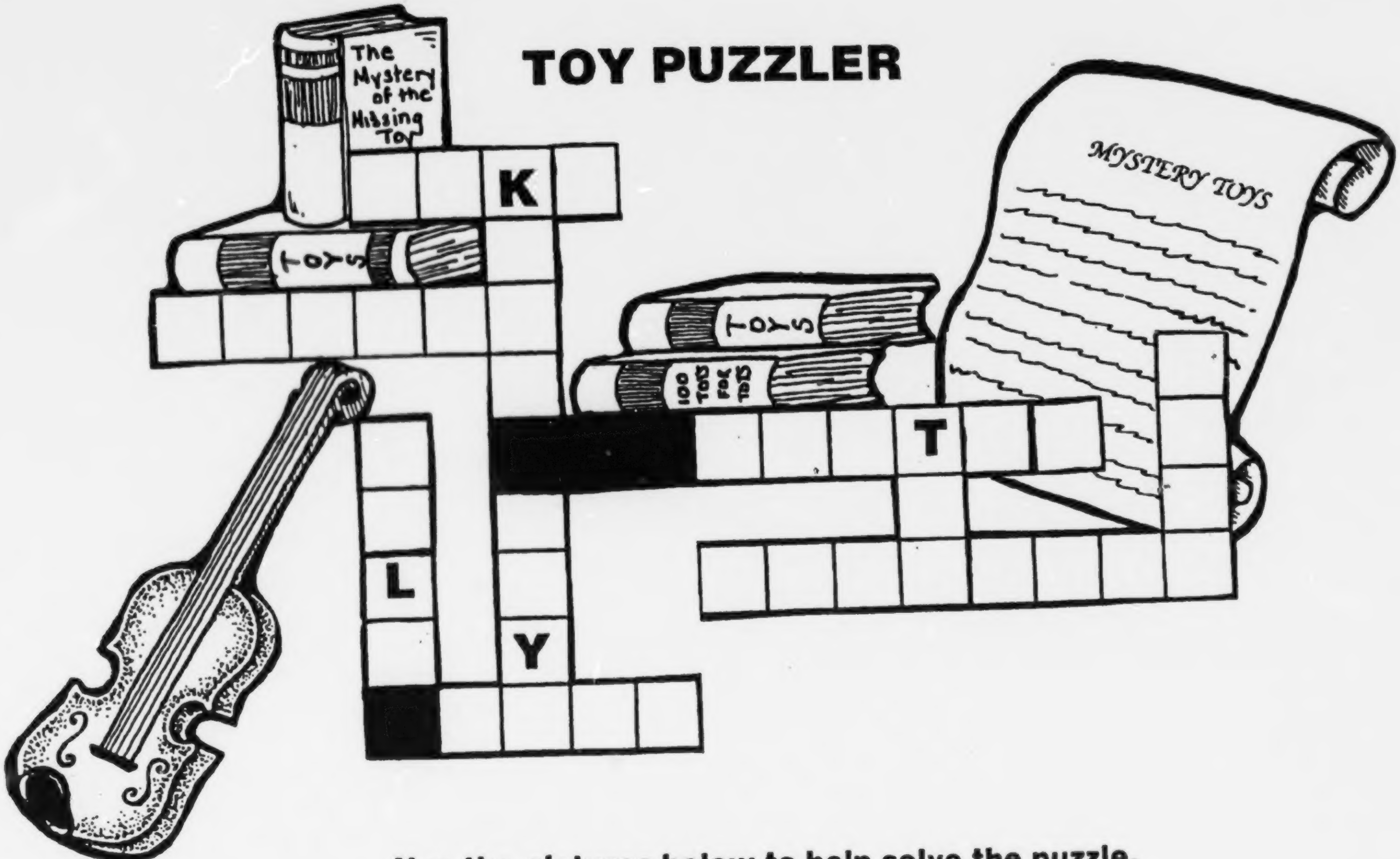
17
18

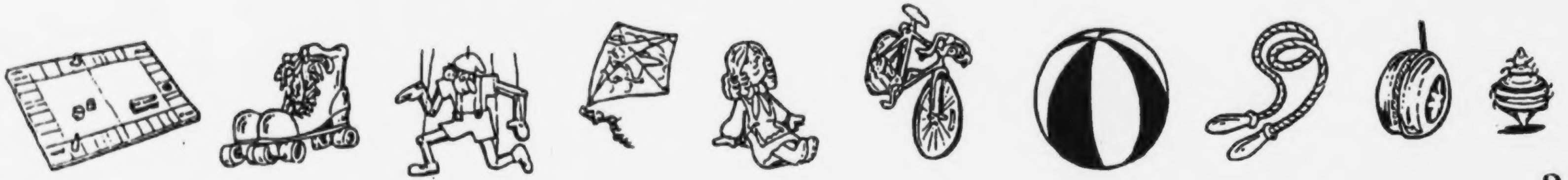
Can you match up the footprint or track with who or what made it?



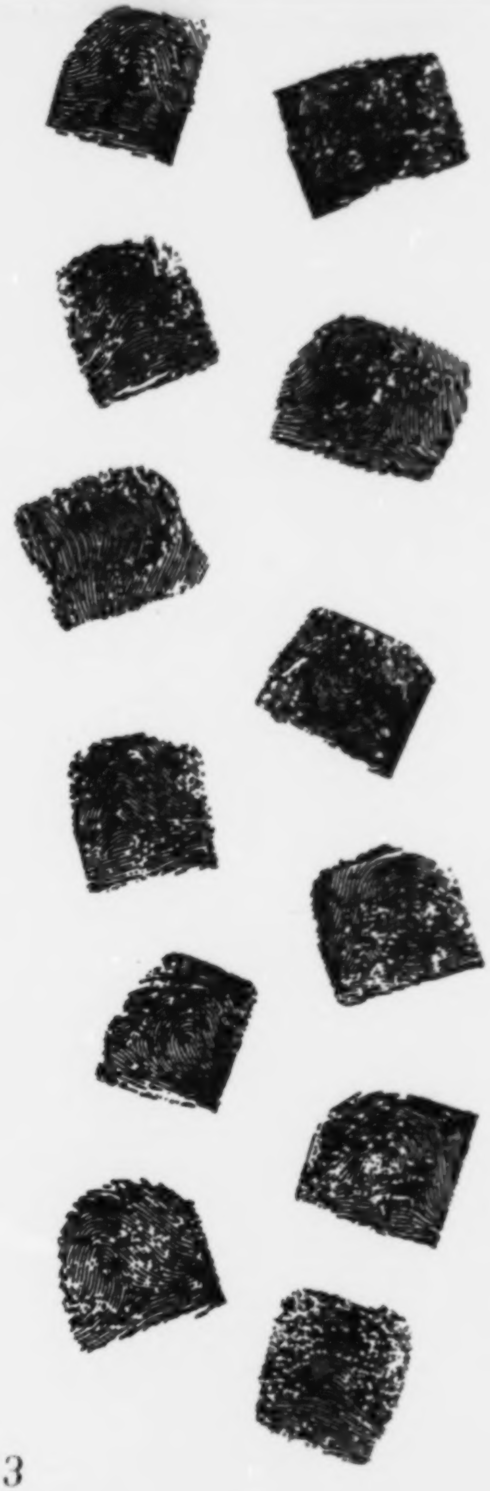
TOY PUZZLER


The Mystery of the Missing Toy
K
TOYS
TOYS
100 TOYS FOR TOTS
MYSTERY TOYS
T
L
Y

Use the pictures below to help solve the puzzle.



Detective Francan Find is trying to match the fingerprints in the first column to the fingerprints in the second column. Can you help him by drawing a line between matching pairs?



Find the following words. They may be forward, backward or diagonal!

cross examine
fingerprint
midnight
private eye
shadow
solve
warrant

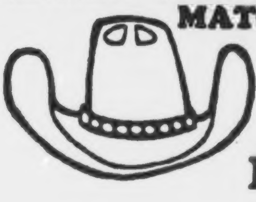
detective
investigator
motive
robbery
sinister
suspect
witness

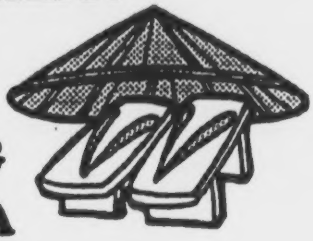
disappearing
magnifying glass
mystery
secret panel
sleuth
swamp

S	F	X	Z	W	O	J	K	N	D	C	X	Y	K	C	T	S
I	S	W	A	M	P	Y	E	M	B	X	W	O	D	A	H	S
N	E	A	A	X	R	F	I	V	B	Y	E	H	L	F	A	E
I	V	O	L	E	D	D	I	D	I	N	O	S	E	X	K	N
S	I	Z	B	G	N	S	H	N	I	T	Y	I	N	L	B	T
T	T	B	F	I	G	T	X	M	G	O	C	E	A	Q	P	I
E	O	Z	G	U	U	N	A	J	Y	E	T	E	P	I	L	W
R	M	H	U	E	C	X	I	P	T	Q	R	N	T	U	C	A
B	T	Y	L	P	E	R	S	Y	I	U	N	P	E	E	H	R
J	S	S	U	S	P	E	C	T	F	S	W	O	R	P	D	R
E	D	I	S	A	P	P	E	A	R	I	N	G	C	I	P	A
K	R	O	T	A	G	I	T	S	E	V	N	I	E	I	N	N
P	R	I	V	A	T	E	E	Y	E	H	I	G	S	A	G	T
C	N	X	U	R	E	I	N	X	S	K	M	K	A	Z	P	H
H	Y	B	M	Y	S	T	E	R	Y	E	B	O	Y	M	N	J
Y	A	E	V	L	O	S	S	M	R	P	W	Q	O	J	P	P

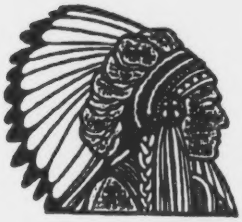
WHERE IN THE WORLD IS DETECTIVE DAN?

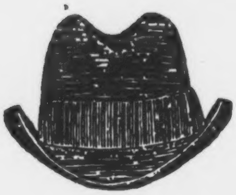
DETECTIVE DAN TRAVELS THE WORLD SOLVING MYSTERIES. IDENTIFY WHICH COUNTRIES OR PLACES HE HAS VISITED BY MATCHING THE APPROPRIATE HAT TO THE AREA FROM WHICH IT IS WORN.

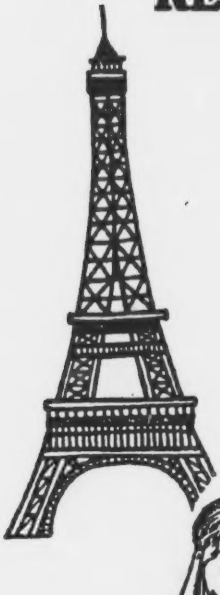




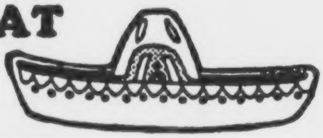
FRANCE
ENGLAND
MEXICO
TURKEY
CASTLE
DUDE RANCH
ARABIA
SIBERIA
JUNGLE
RESERVATION
SCOTLAND
CIRCUS
SPAIN
EGYPT
CHINA
GERMANY

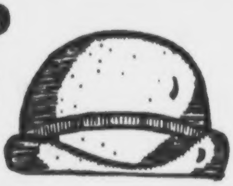


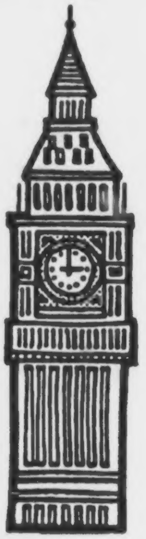


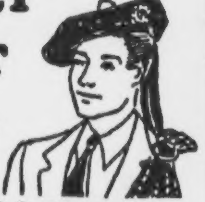


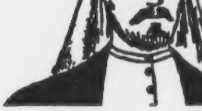
CROWN
HOMBURG
MANTILLA
CLOWN HAT
FEZ
SOMBRERO
STETSON
DERBY
KAFFIYEH
HEADRESS
COOLIE HAT
PITH HELMET
BERET
FUR HAT
TURBAN
TAM-O'SHANTER

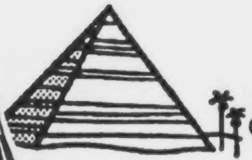


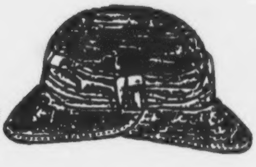


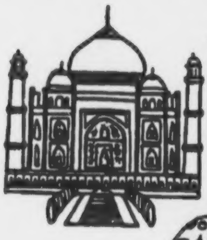


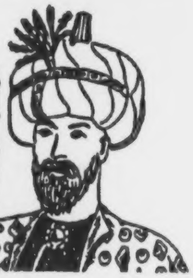












Find the following words. They may be forward, backward or diagonal!

alarm
burglar
evidence
log
P I
secret
track

apprehend
code
inspect
Nancy
question
Sherlock Holmes
Watson

Brown
disguise
lie detector
Perry Mason
robber
spy

S	O	J	N	A	E	E	L	M	L	Z	P	E	S
F	H	E	W	Z	L	Y	O	G	I	A	X	C	G
S	V	E	O	T	K	A	T	C	E	P	S	N	I
J	B	U	R	G	L	A	R	S	D	P	C	E	Y
Y	N	A	B	L	U	O	I	M	E	R	Y	D	O
H	C	G	Q	N	O	U	G	Y	T	E	X	I	M
K	P	N	M	U	G	C	D	L	E	H	G	V	D
O	E	D	A	S	E	T	K	T	C	E	N	E	R
L	V	K	I	N	E	S	A	H	T	N	D	I	S
P	O	D	R	R	P	V	T	M	O	D	N	O	H
K	K	Z	C	P	I	X	W	I	R	L	Z	N	C
L	P	E	R	R	Y	M	A	S	O	N	M	P	Y
H	S	Y	P	S	W	A	T	S	O	N	H	E	Q
J	R	E	B	B	O	R	T	E	N	C	M	F	S

By using the typewriter code below, can you decode the following message?

; _ $ / _ .

— — — — — —

? _ _ .) : ‘

— — —— —— —

. + :) ‘ (.

— — — — — — —

“ .

— —

@) # / “ / =

— — — — — — —

A	B	C	D	E	F	G	H	I	J	K	L	M
“	#	$	%	_	&	‘	(	)	*	^	@	?

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
:	+	•	¢	/	;	.	‘	/.	!	~	=	∞

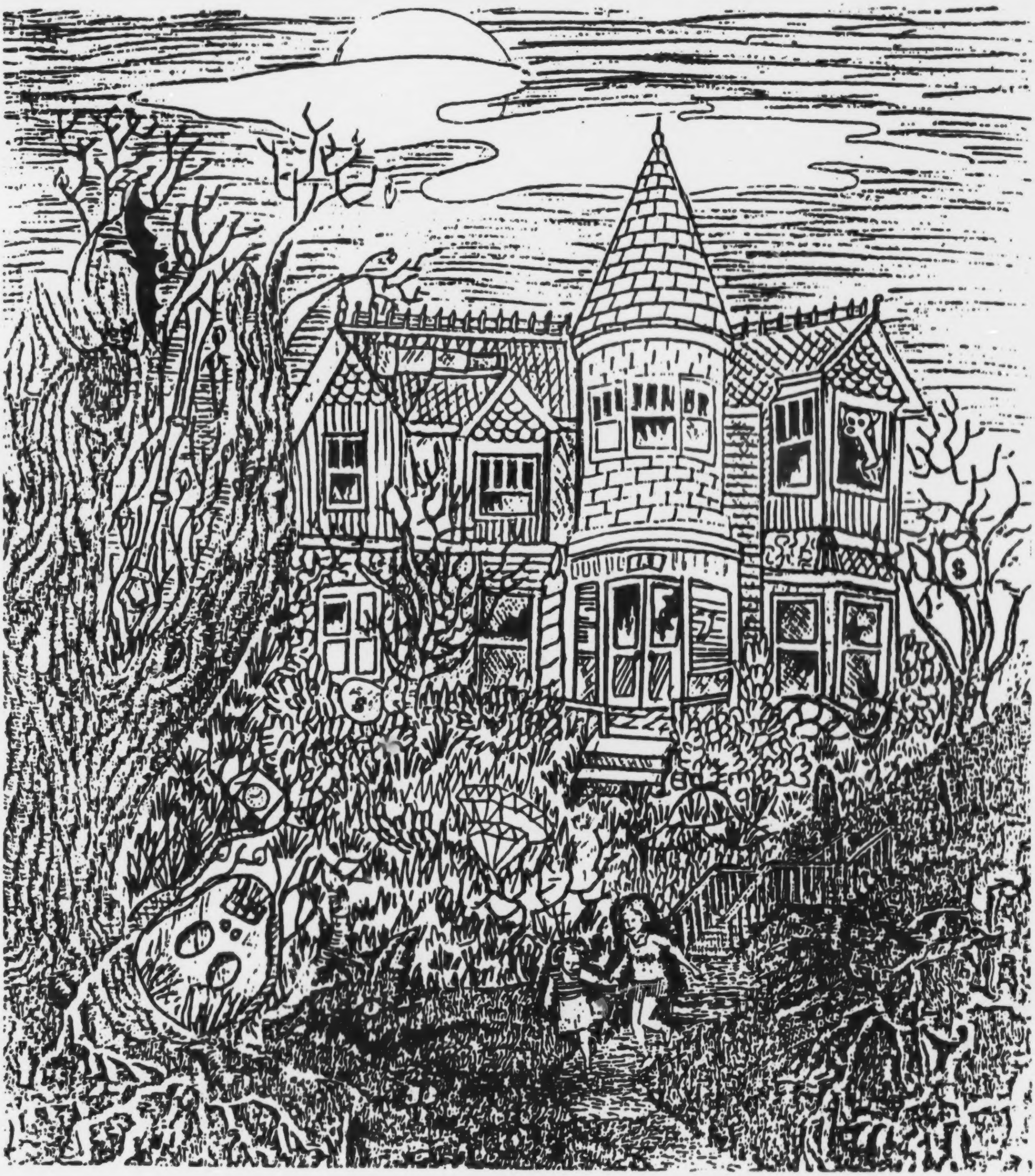
This abandoned house is located at #13 Ghostly Lane. Thirteen objects are hidden in the picture. Can you list them?

1. ____________

2. ____________ 3. ____________ 4. ____________ 5. ____________

6. ____________ 7. ____________ 8. ____________ 9. ____________

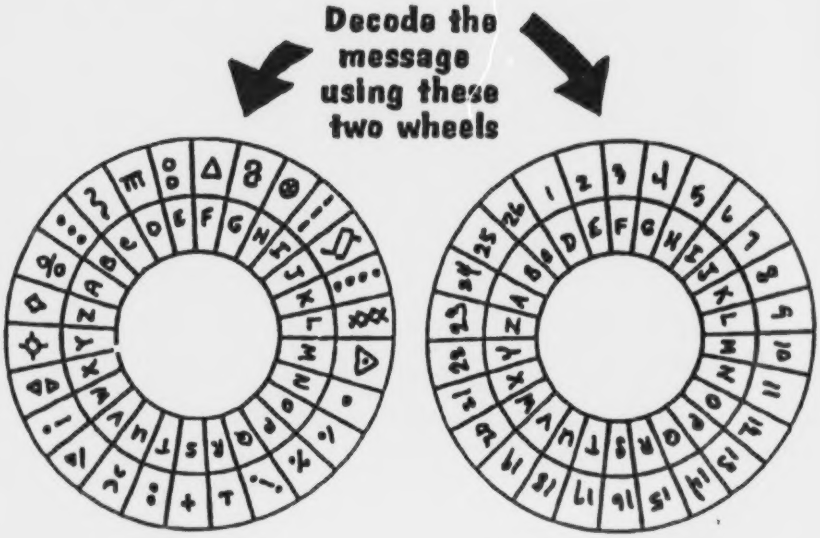
10. ____________ 11. ____________ 12. ____________ 13. ____________



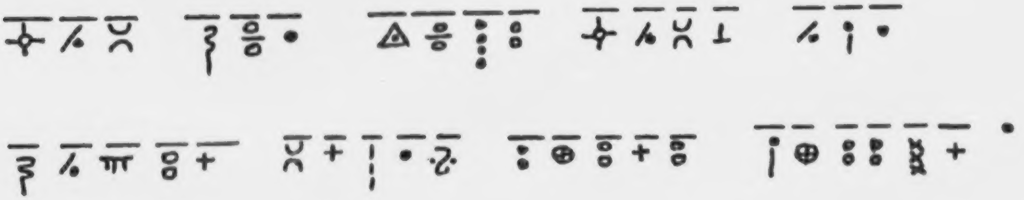
BEST COPY AVAILABLE

DECODE

Decode the message using these two wheels

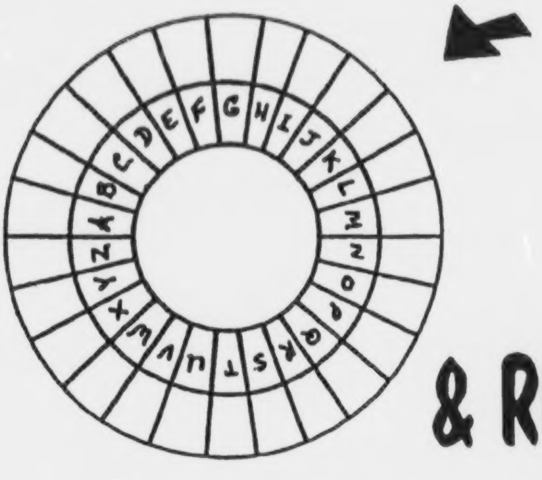


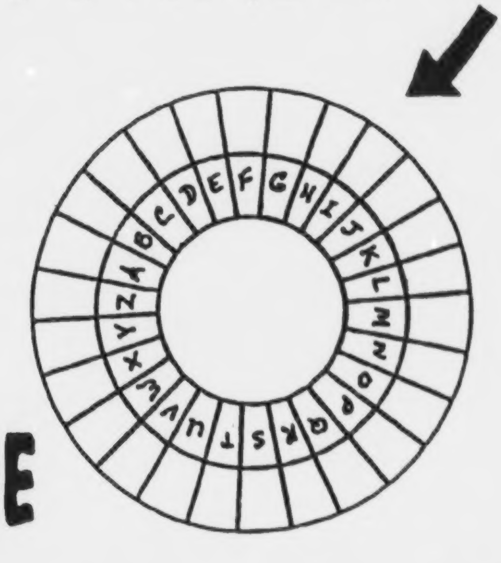
A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z



10 24 8 2 22 12 18 15 12 20 11 26 12 1 2 1 2 16 6 4 11 16

12 15 15 2 11 18 10 25 2 15 17 5 2 24 9 13 5 24 25 2 17 .





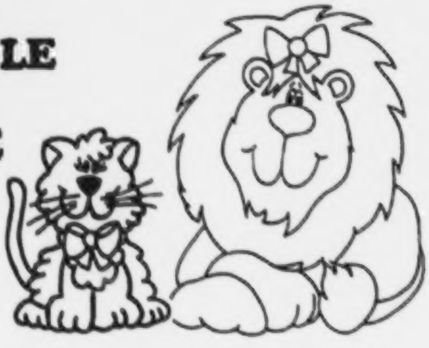
& RECODE

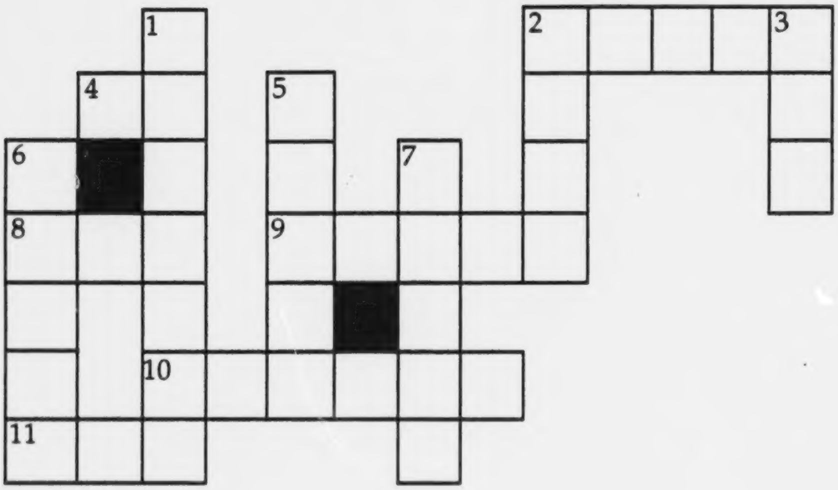
BE AN ANIMAL DETECTIVE

FOR CENTURIES, GROUPS OF ANIMALS HAVE BEEN REFERRED TO BY COLLECTIVE NAMES. FOR INSTANCE, MOST OF US KNOW THAT A GROUP OF FISH IS CALLED A SCHOOL. USE YOUR SLEUTHING SKILLS TO MATCH THE ANIMALS IN ONE COLUMN TO THEIR GROUP NAME IN THE OTHER.

LIONS
QUAIL
GEESE
WOLVES
ELEPHANTS
OXEN
GORILLAS
ANTS
CROWS
LOCUSTS
CATTLE
KANGAROOS
SHEEP
OYSTERS
KITTENS
BEES

TROOP
PLAGUE
COVEY
COLONY
BED
SWARM
FLOCK
DROVE
YOKE
BAND
LITTER
MURDER
HERD
GAGGLE
PACK
PRIDE



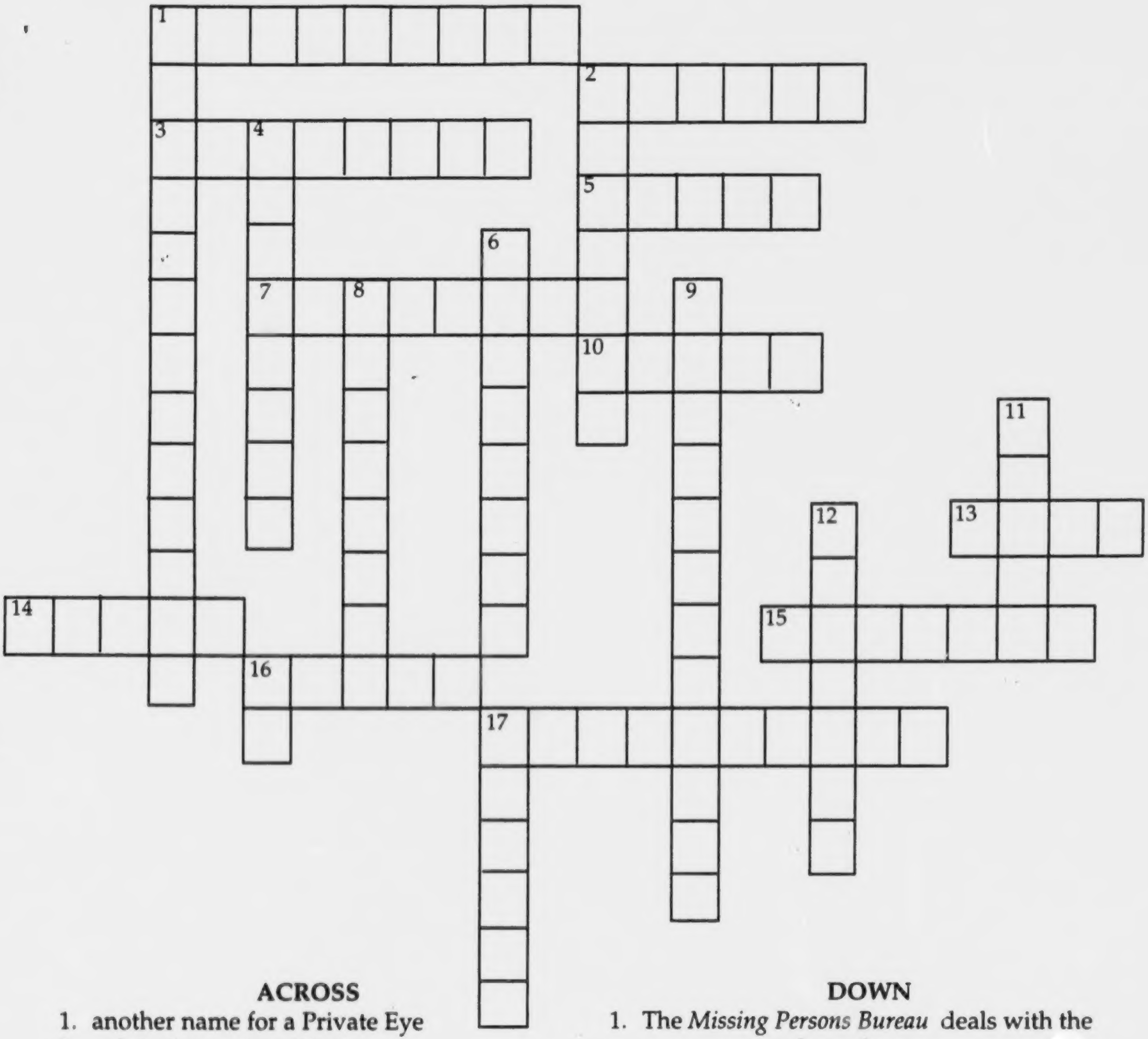


ACROSS

2. Police and detectives often put these on people being arrested
4. a shortened name for a detective
8. a record of activities kept by crime fighters
9. to find out who committed a crime
10. another name for a burglar
11. a diagram that shows where something is located

DOWN

1. these often help to solve a crime
2. a secret way to write a message
3. a sneaky investigator
5. to find out if someone is telling the truth they are given a lie detector _________
6. this goes off when a building is broken into
7. hints or signs that help to solve a mystery



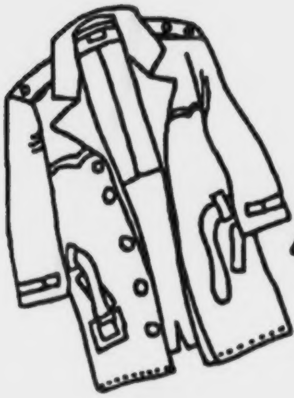
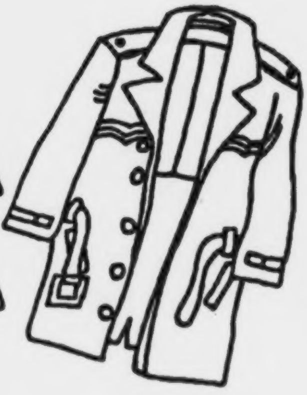
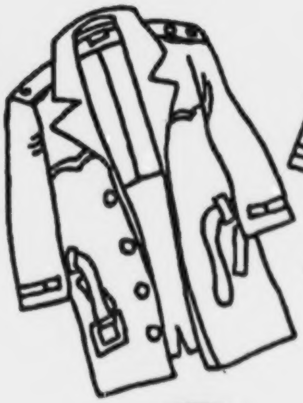
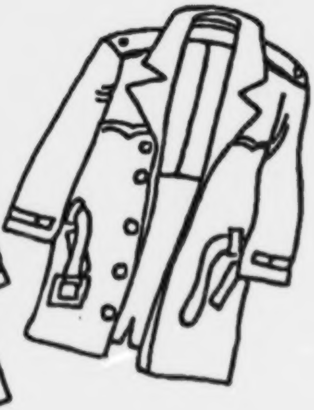
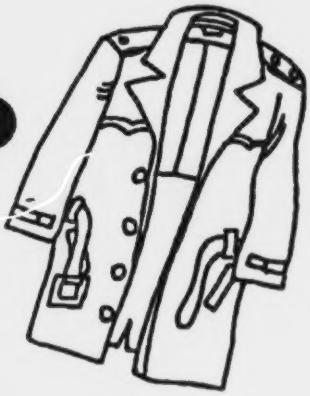
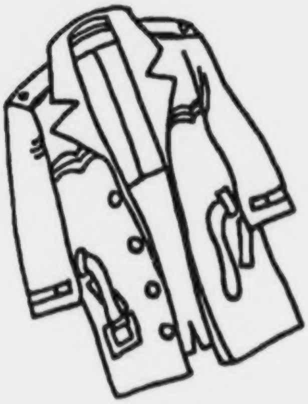
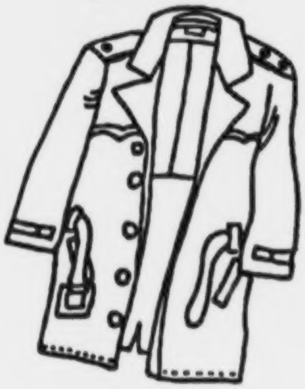
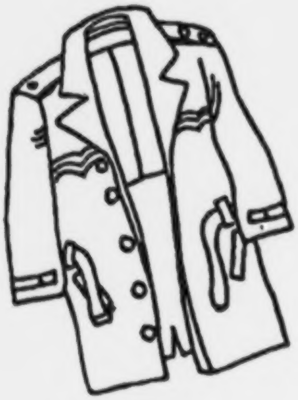
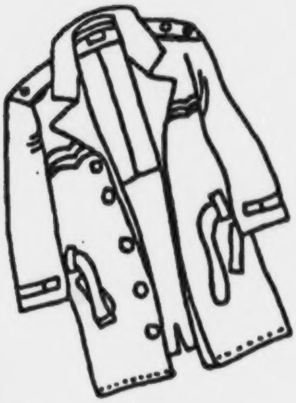
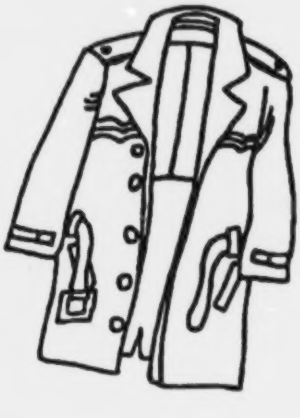
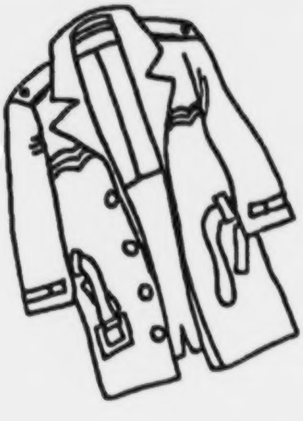
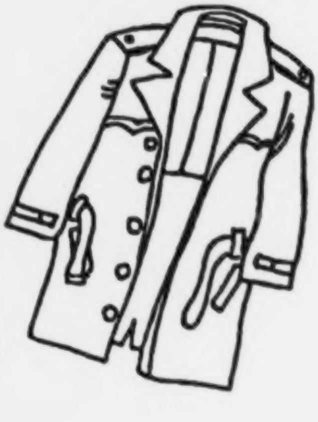
ACROSS

1. another name for a Private Eye
2. a detective or investigator
3. _________ Holmes, a famous fictional detective
5. to find a solution
7. to change the way one looks
10. the scene of the _________
13. secret messages are usually sent in _________
14. Carolyn Keen writes about a young lady detective whose first name is _________
15. an official order that gives a person legal authority to do something
16. _________ Mason, a famous fictional detective
17. a detective's tool for fighting crime is his _________ glass

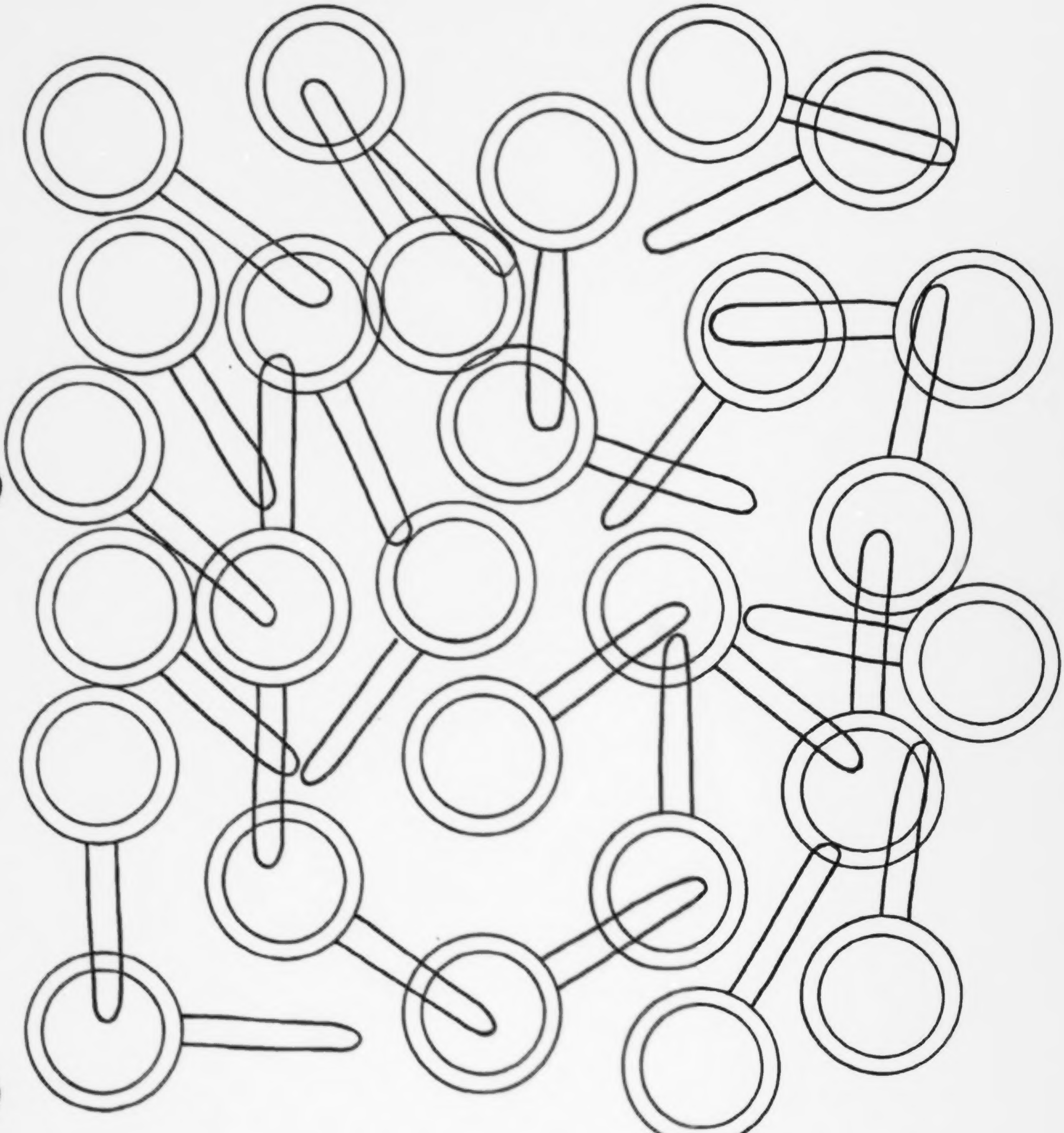
DOWN

1. The *Missing Persons Bureau* deals with the _________ of people
2. the person thought to be guilty
4. another word for clue
6. the *witching hour*
8. A word that rhymes with minister that means mysterious
9. one of the first clues that a detective looks for
11. Donald J. Sobal has written books about a young detective whose last name is this color
12. to cross- _______________ is to question
16. another name for a detective
17. a ___________ is the reason a person does something

Win Chester, P.I., is trying to find his trench coat. It looks exactly like the top one on the left. Can you help him find it? After you find it, see how many trench coats you can match by drawing a line between them.

Detective Sol Vitt has misplaced his favorite magnifying glass. It's special because it has a double handle. Can you find it? How many other does he have?



Unscramble the following words.
(HINT: They all have to do with detective work)

OOWLFL _ _ _ _ _ _

VLSOE _ _ _ _ _

TEUSLH _ _ _ _ _ _

TSYYEMR _ _ _ _ _ _ _

TIEEWSSEYN _ _ _ _ _ _ _ _ _ _

INEECDVE _ _ _ _ _ _ _ _

ETPSCUS _ _ _ _ _ _ _

GRTNEIFNIRP _ _ _ _ _ _ _ _ _ _ _

SOQIUNET _ _ _ _ _ _ _ _

NNPIETISOC _ _ _ _ _ _ _ _ _ _

HDEPANPRE _ _ _ _ _ _ _ _ _

NHTU _ _ _ _

CEDVITEET _ _ _ _ _ _ _ _ _

RSAHEC _ _ _ _ _ _

QIIEURN _ _ _ _ _ _ _

ETSREC _ _ _ _ _ _

BE A BOOK DETECTIVE

FIND THE TITLES OF CHILDREN'S BOOKS THAT BEGIN WITH EACH OF THE LETTERS BELOW. READ YOUR FAVORITE ONE.

CHALLENGE: MAKE ANOTHER LIST USING ONLY FOLKTALES & FAIRYTALES FOR TITLES.

G
E
T

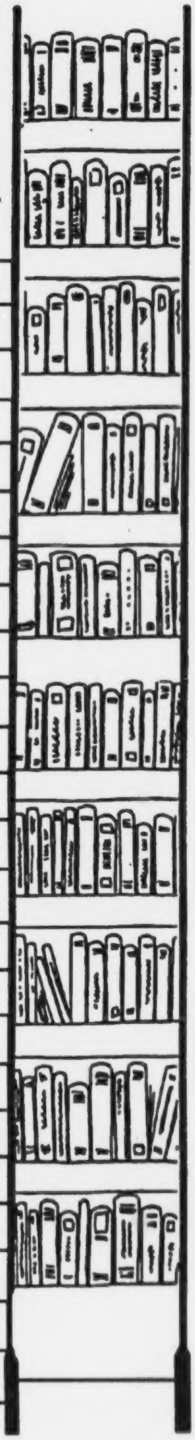
A

C
L
U
E

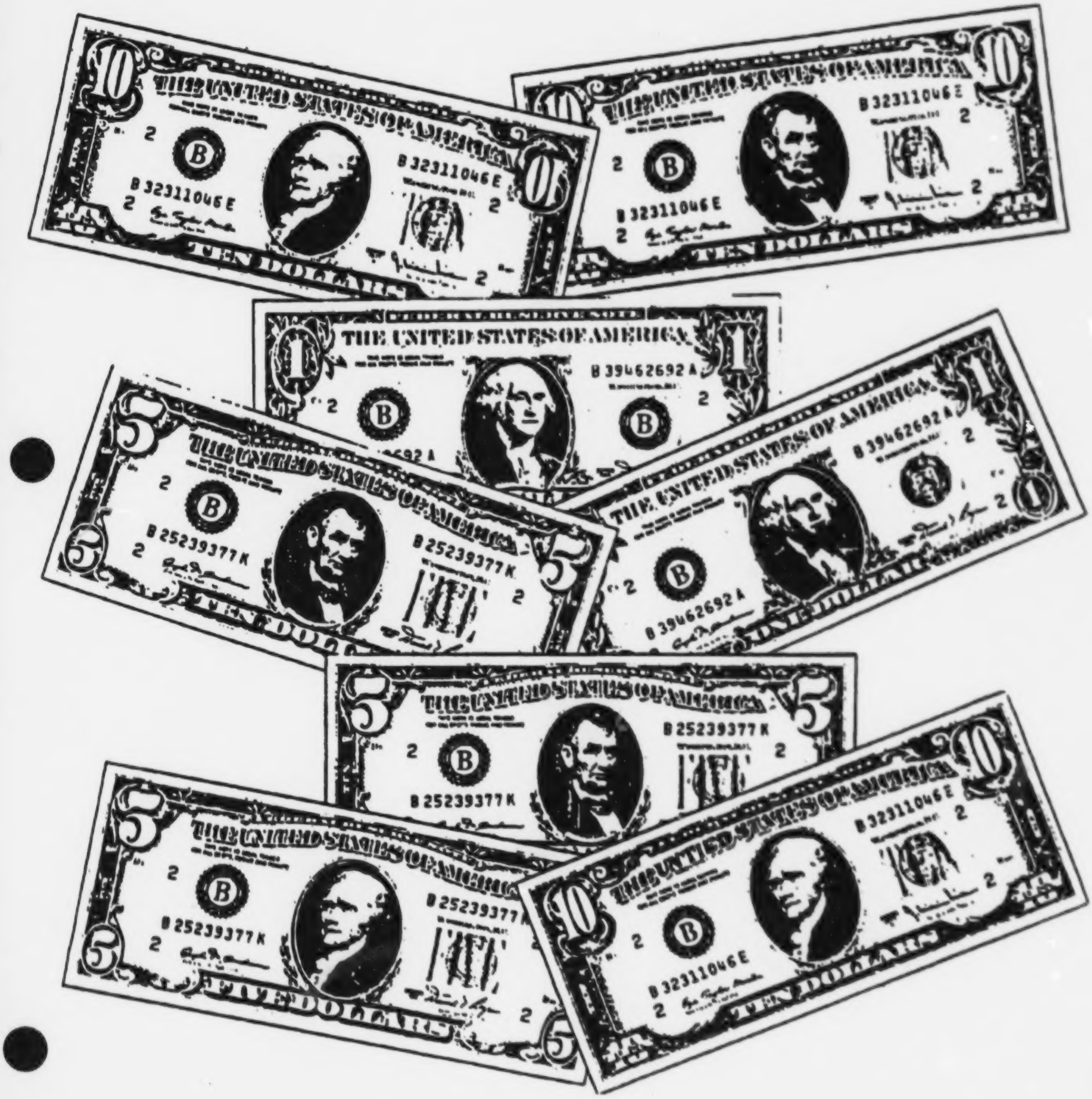
A
T

T
H
E

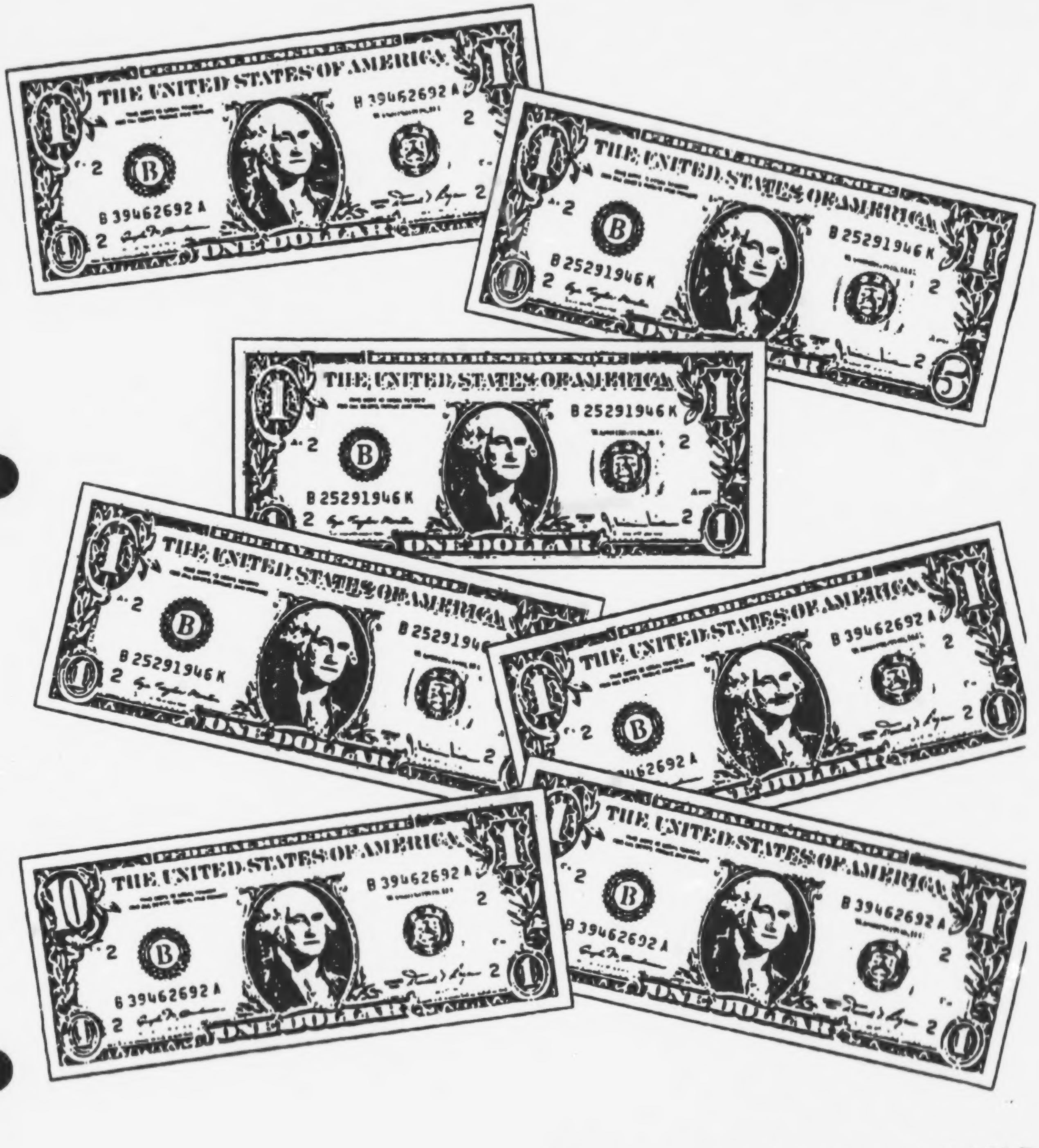
L
I
B
R
A
R
Y



Police Chief Unsure Unlock has foiled a large counterfeit ring. He has taken into evidence the following phoney bills. There is one error in each bill. Find the error and circle it.

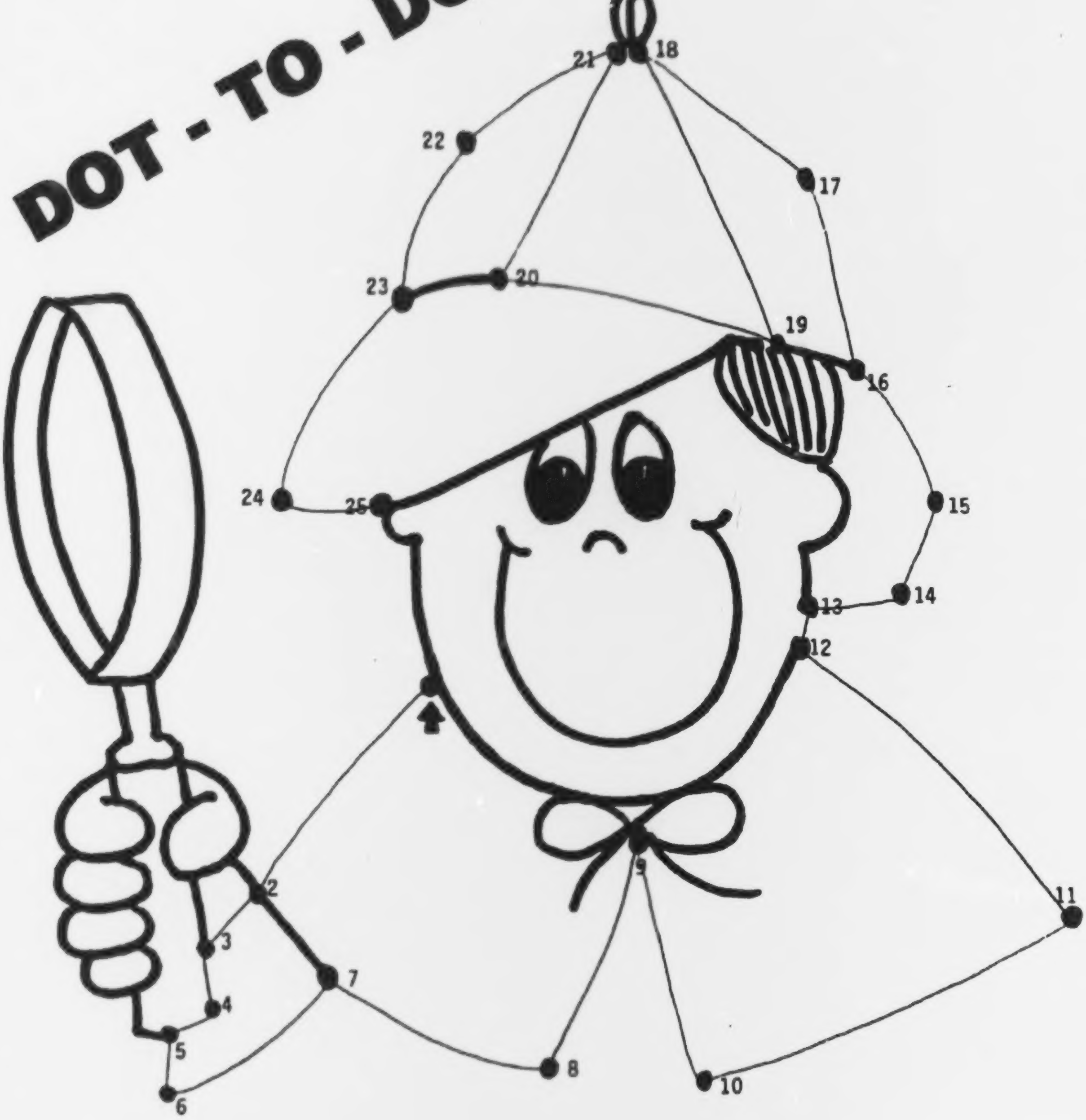

THE UNITED STATES OF AMERICA
B 32311046 E
B 39462692 A
B 25239377 K
TEN DOLLARS
ONE DOLLAR

Once agaain a counterfeit operation has been stopped by Police Chief Unsure Unlock. He found these fake bils in an old deserted house. There are three mistakes among them. find and circle the errors.


THE UNITED STATES OF AMERICA
B 39462692 A
B 25291946 K
B
ONE DOLLAR
FEDERAL RESERVE NOTE
1
5
10
2

BEST COPY AVAILABLE

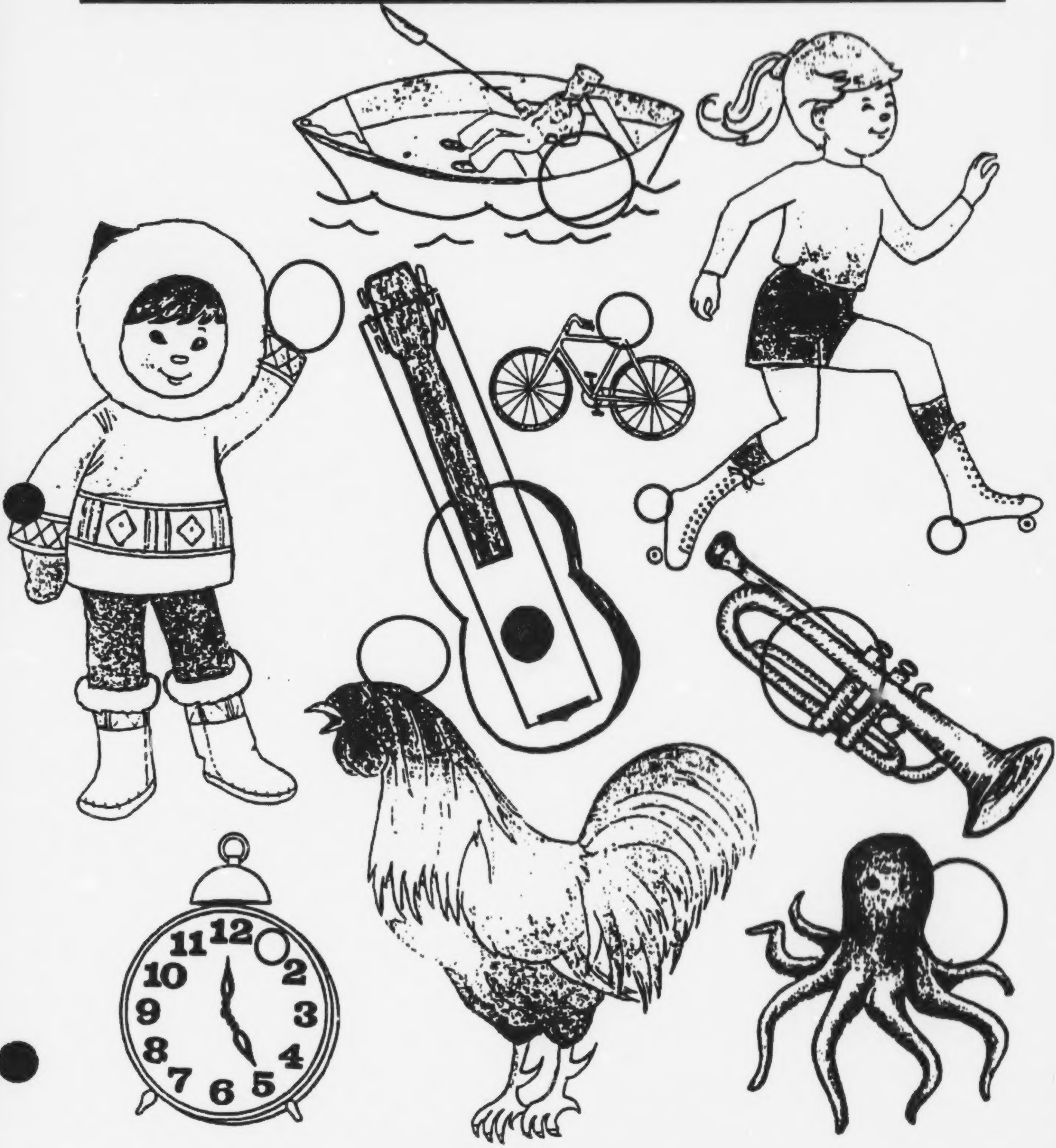
DOT - TO - DOT



21
18
22
17
23
20
19
16
24
25
15
13
14
12
2
11
3
7
4
5
8
10
6
9

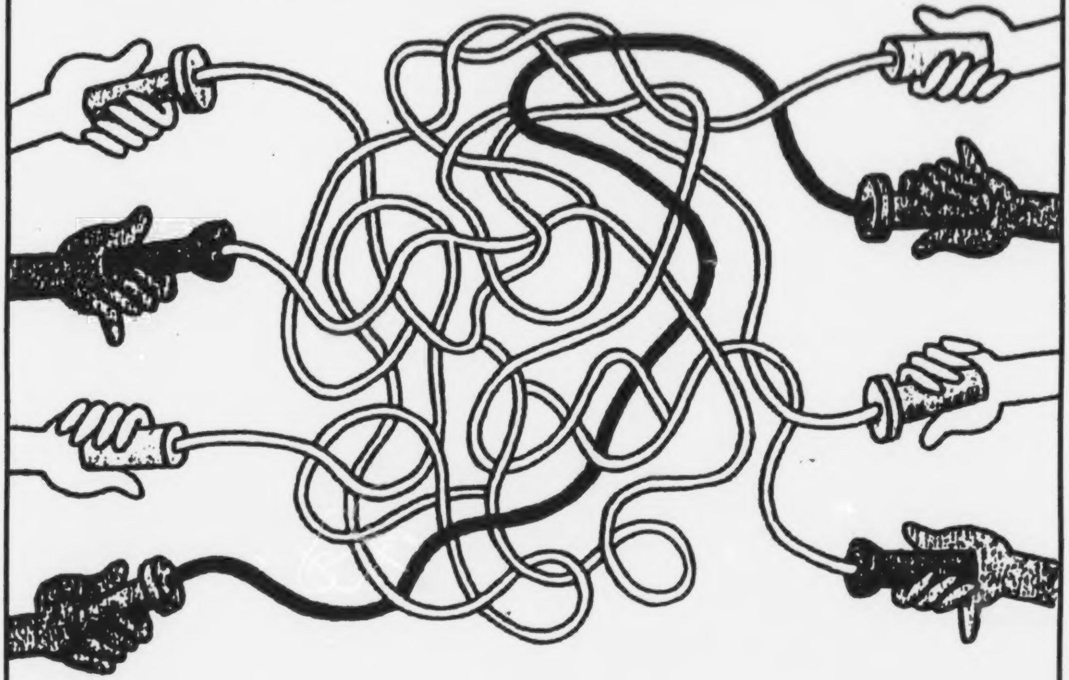
Connect the dots and start with one.
Being a detective is so much fun!

A good investigator must be alert and aware of details. There is something missing in each of the objects below. Draw in the missing detail.

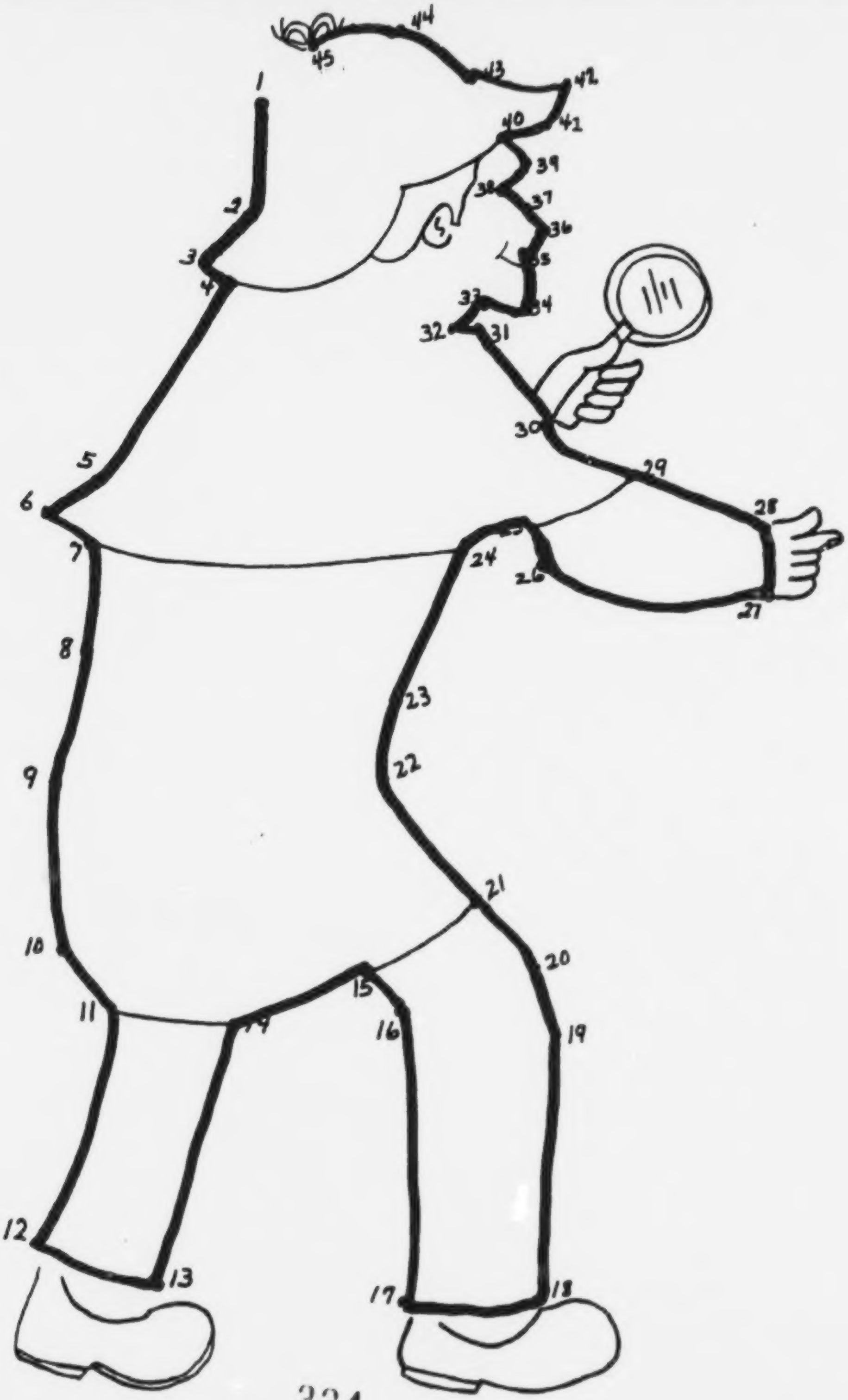

12
11
10
9
8
7
6
5
4
3
2

Jump Rope Jumble

Which jump rope goes all the way across between two hands?



Connect the dots to discover who's inspecting.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
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35
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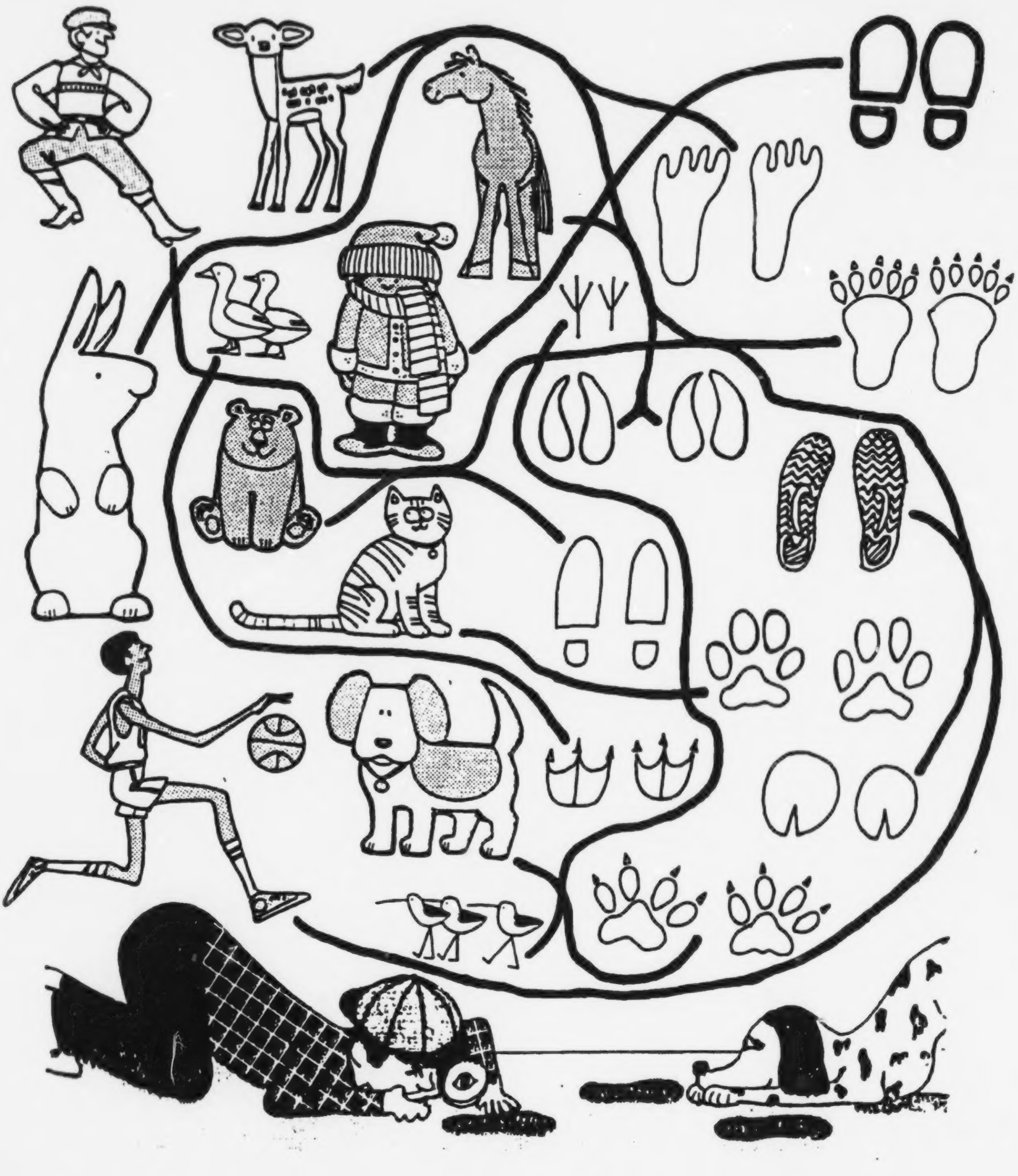
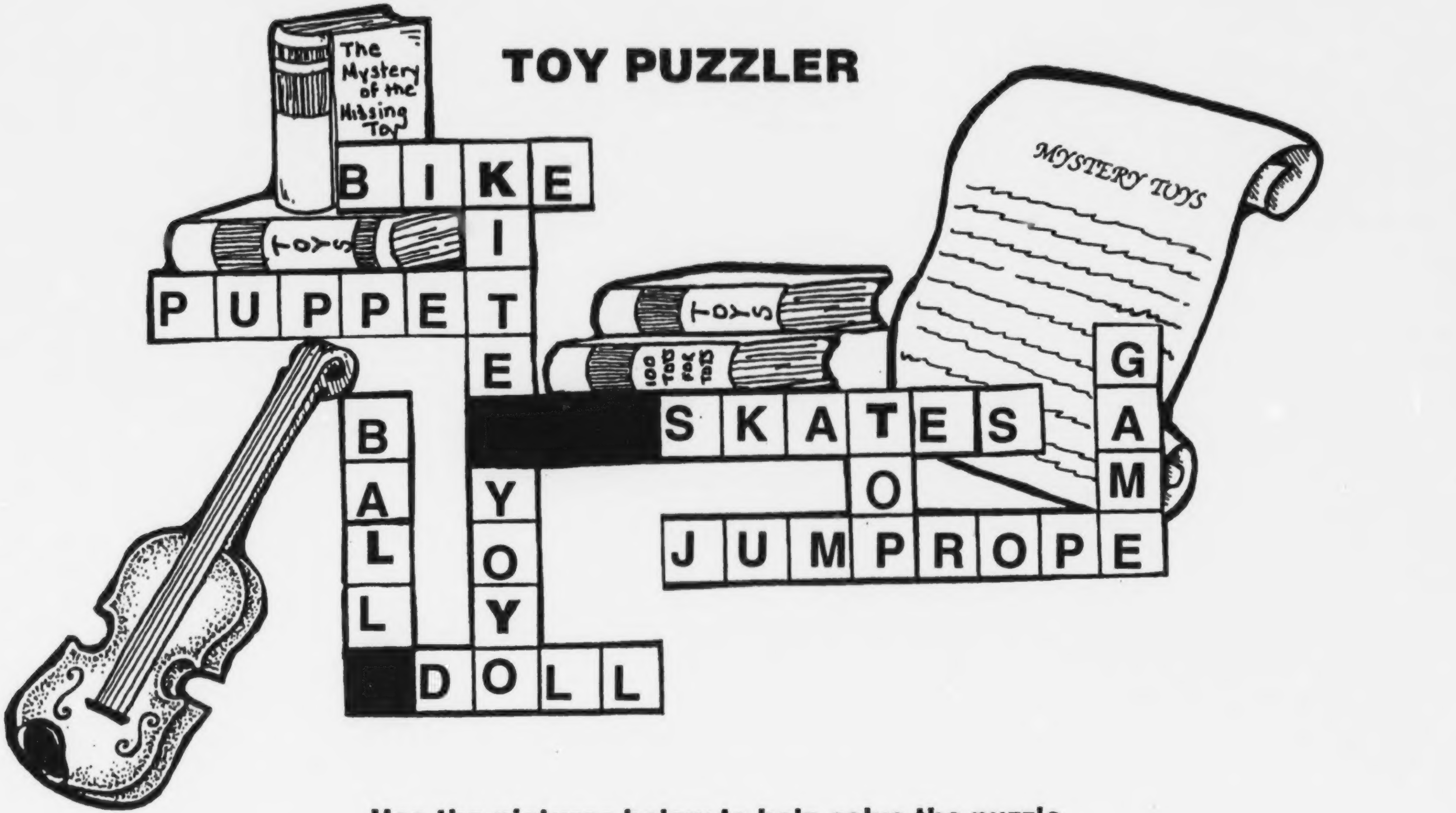
37
38
39
40
41
42
43
44
45

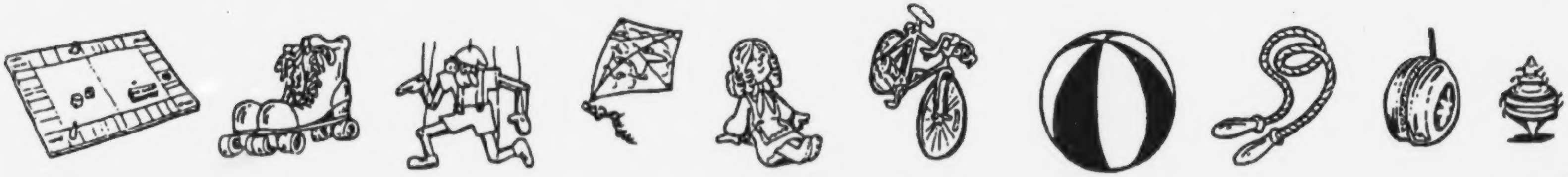
Can you match up the footprint or track with who or what made it?



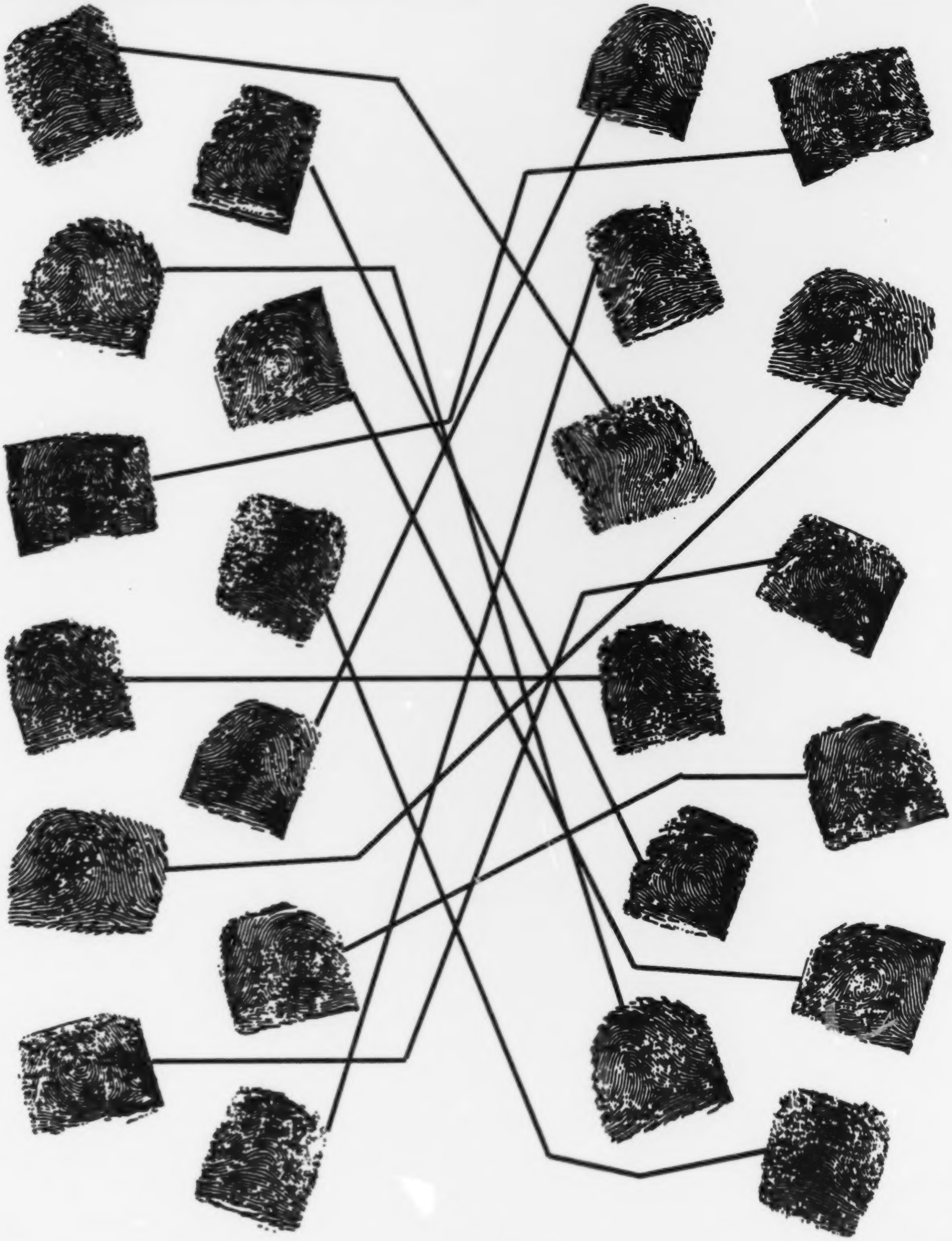
TOY PUZZLER


The Mystery of the Missing Toy
TOYS
100 TOYS FOR TOYS
MYSTERY TOYS
BIKE
KITE
PUPPET
SKATES
GAME
TOP
JUMPROPE
BALL
YOYO
DOLL

Use the pictures below to help solve the puzzle.



Detective Francan Find is trying to match the fingerprints in the first column to the fingerprints in the second column. Can you help him by drawing a line between matching pairs?



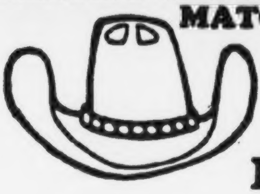
Find the following words. They may be forward, backward or diagonal!

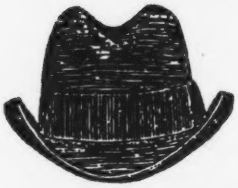
cross examine	**detective**	**disappearing**
fingerprint	**investigator**	**magnifying glass**
midnight	**motive**	**mystery**
private eye	**robbery**	**secret panel**
shadow	**sinister**	**sleuth**
solve	**suspect**	**swamp**
warrant	**witness**	

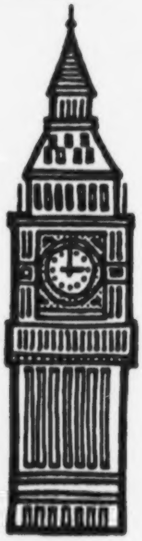
S F X Z W O J K N D C X Y K C T S
I S W A M P Y E M B X W O D A H S
N E A A X R F I V B Y E H L F A E
I V O L E D D I D I N O S E X K N
S I Z B G N S H N I T Y I N L B T
T T B F I G T X M G O C E A Q P I
E O Z G U U N A J Y E T E P I L W
R M H U E C X I P T Q R N T U C A
B T Y L P E R S Y I U N P E E H R
J S S U S P E C T F S W O R P D R
E D I S A P P E A R I N G C I P A
K R O T A G I T S E V N I E I N N
P R I V A T E E Y E H I G S A G T
C N X U R E I N X S K M K A Z P H
H Y B M Y S T E R Y E B O Y M N J
Y A E V L O S S M R P W Q O J P P

WHERE IN THE WORLD IS DETECTIVE DAN?

DETECTIVE DAN TRAVELS THE WORLD SOLVING MYSTERIES. IDENTIFY WHICH COUNTRIES OR PLACES HE HAS VISITED BY MATCHING THE APPROPRIATE HAT TO THE AREA FROM WHICH IT IS WORN.

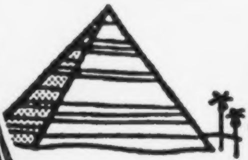


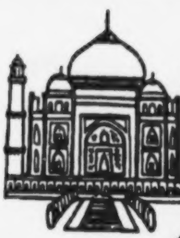




FRANCE
ENGLAND
MEXICO
TURKEY
CASTLE
DUDE RANCH
ARABIA
SIBERIA
JUNGLE
RESERVATION
SCOTLAND
CIRCUS
SPAIN
EGYPT
CHINA
GERMANY

CROWN
HOMBURG
MANTILLA
CLOWN HAT
FEZ
SOMBRERO
STETSON
DERBY
KAFFIYEH
HEADRESS
COOLIE HAT
PITH HELMET
BERET
FUR HAT
TURBAN
TAM-O'SHANTER



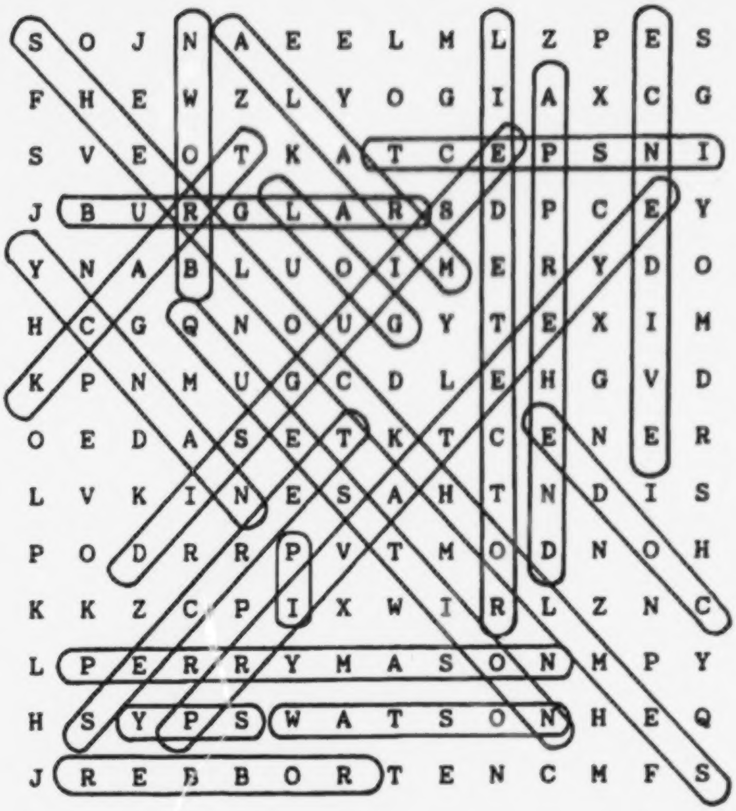


Find the following words. They may be forward, backward or diagonal!

alarm
burglar
evidence
log
P I
secret
track

apprehend
code
inspect
Nancy
question
Sherlock Holmes
Watson

Brown
disguise
lie detector
Perry Mason
robber
spy



S O J N A E E L M L Z P E S
F H E W Z L Y O G I A X C G
S V E O T K A T C E P S N I
J B U R G L A R S D P C E Y
Y N A B L U O I M E R Y D O
H C G Q N O U G Y T E X I M
K P N M U G C D L E H G V D
O E D A S E T K T C E N E R
L V K I N E S A H T N D I S
P O D R R P V T M O D N O H
K K Z C P I X W I R L Z N C
L P E R R Y M A S O N M P Y
H S Y P S W A T S O N H E Q
J R E B B O R T E N C M F S

By using the typewriter code below, can you decode the following message?

; _ $ / _ .
S E C R E T

? _ _ .) : ‘
M E E T I N G

. + :) ‘ (.
T O N I G H T

“ .
A T

@) # / “ / =
L I B R A R Y

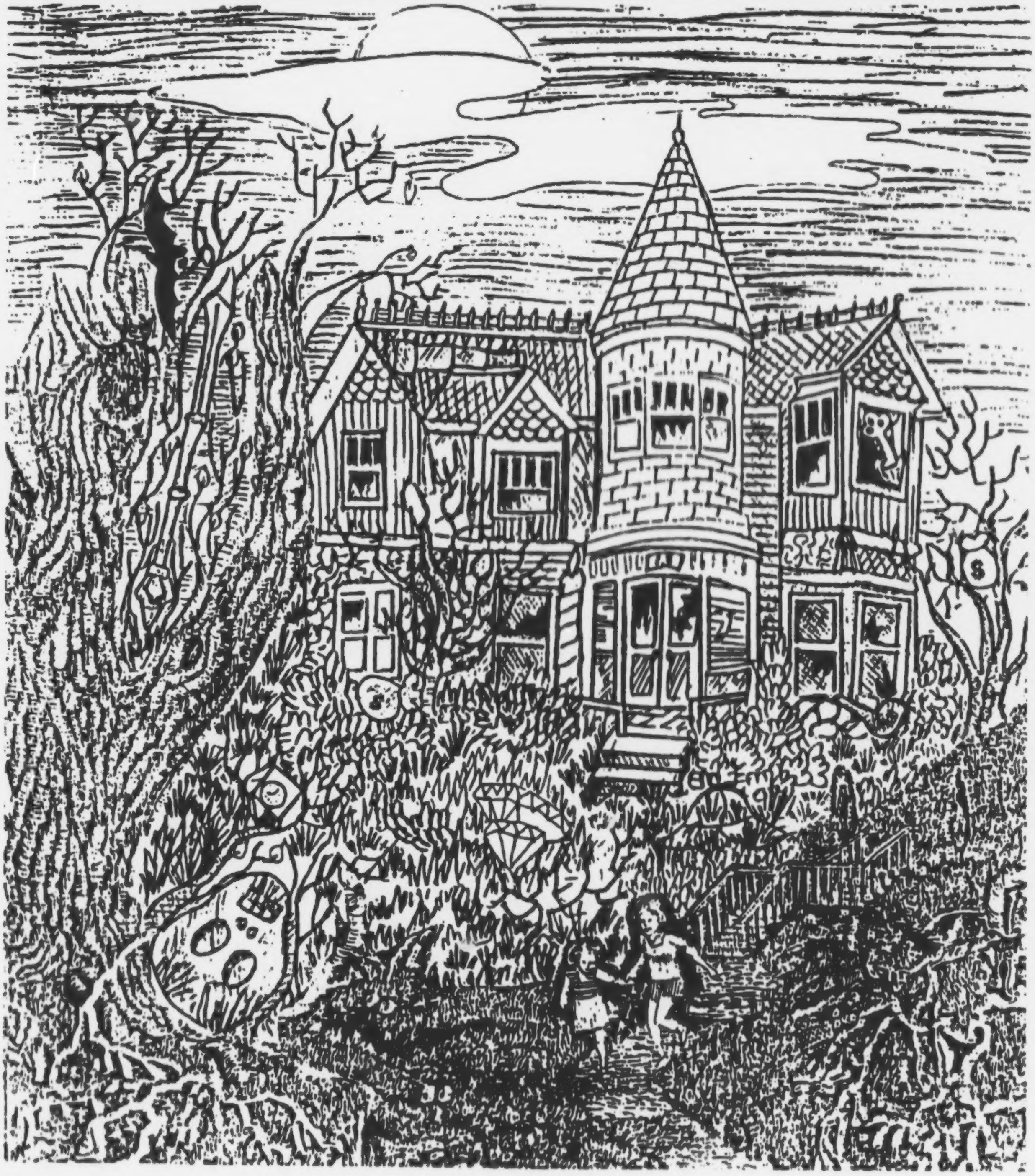
A	B	C	D	E	F	G	H	I	J	K	L	M
“	#	$	%	_	&	‘	(	)	*	^	@	?
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
:	+	•	¢	/	;	.	‘	/.	!	~	=	∞

This abandoned house is located at #13 Ghostly Lane. Thirteen objects are hidden in the picture. Can you list them? 1. A bat

2. A lamp post 3. A skull 4. Diamonds 5. A pipe

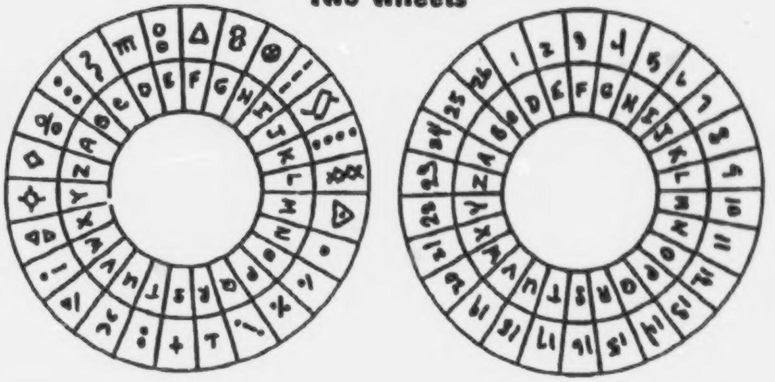
6. A candle 7. A spy glass 8. A clock 9. A hat

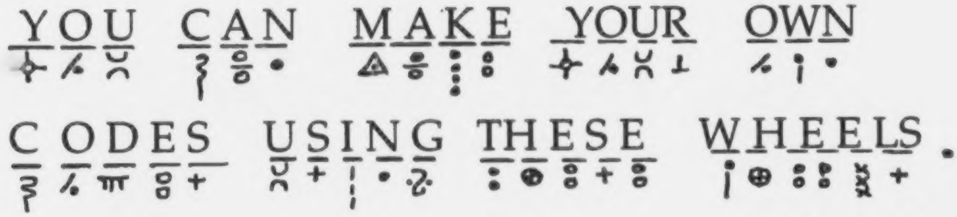
10. A book 11. A key 12. Bag of money 13. Bag of money



DECODE

Decode the message using these two wheels

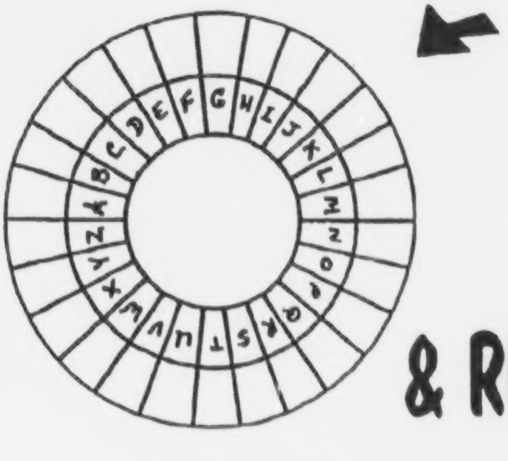


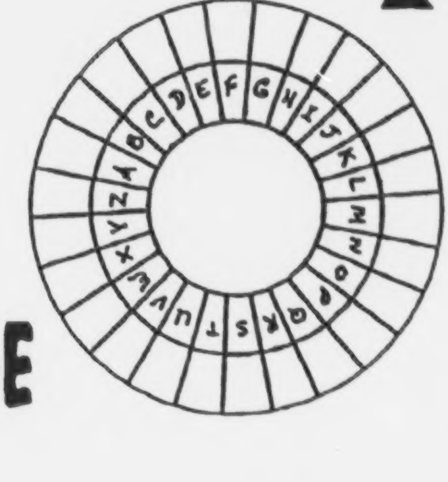


YOU CAN MAKE YOUR OWN CODES USING THESE WHEELS.

MAKE YOUR OWN CODE DESIGNS
10 24 8 2 22 12 18 15 12 20 11 26 13 1 2 1 2 16 6 4 11 16

OR RENUMBER THE ALPHABET.
12 15 15 2 11 18 10 25 2 15 17 5 2 24 9 13 5 24 25 2 17





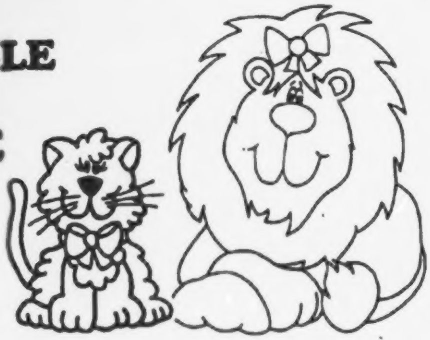
& RECODE

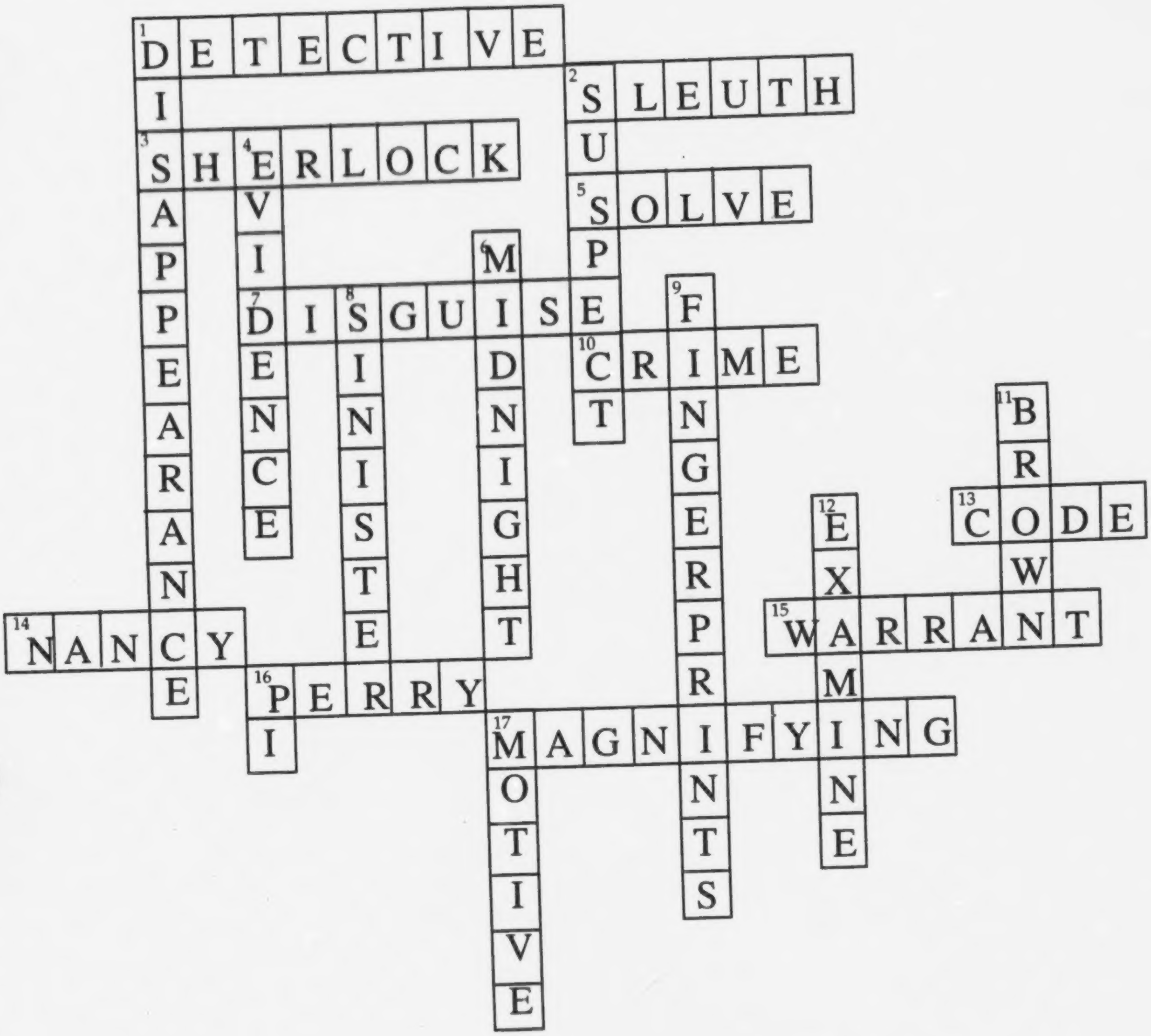
BE AN ANIMAL DETECTIVE

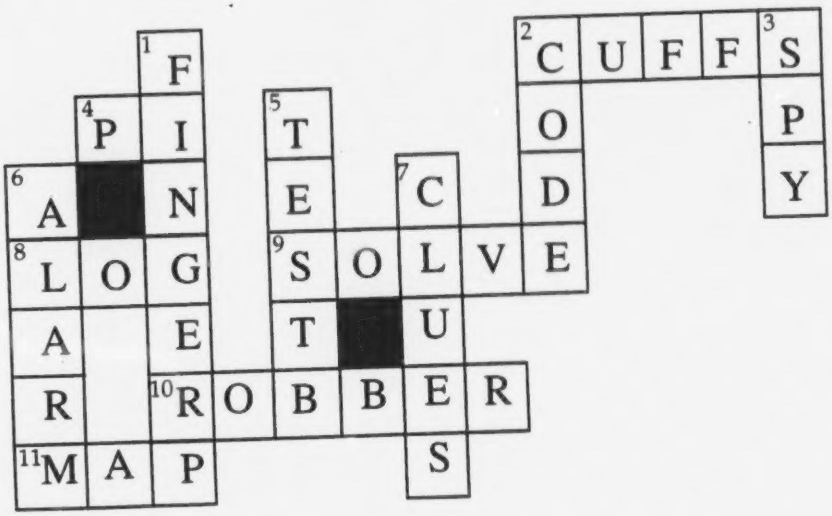
FOR CENTURIES, GROUPS OF ANIMALS HAVE BEEN REFERRED TO BY COLLECTIVE NAMES. FOR INSTANCE, MOST OF US KNOW THAT A GROUP OF FISH IS CALLED A SCHOOL. USE YOUR SLEUTHING SKILLS TO MATCH THE ANIMALS IN ONE COLUMN TO THEIR GROUP NAME IN THE OTHER.

LIONS
QUAIL
GEESE
WOLVES
ELEPHANTS
OXEN
GORILLAS
ANTS
CROWS
LOCUSTS
CATTLE
KANGAROOS
SHEEP
OYSTERS
KITTENS
BEES

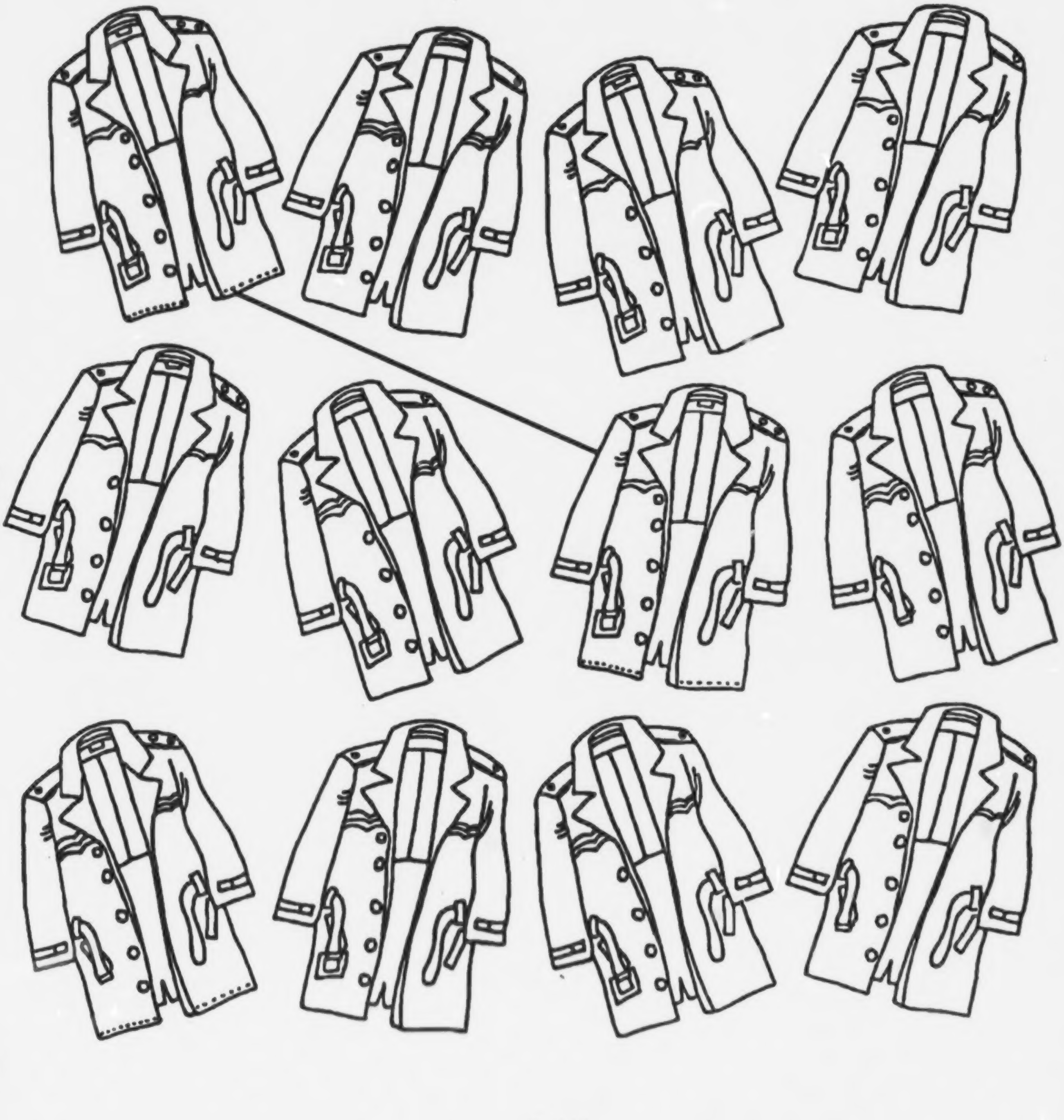
TROOP
PLAGUE
COVEY
COLONY
BED
SWARM
FLOCK
DROVE
YOKE
BAND
LITTER
MURDER
HERD
GAGGLE
PACK
PRIDE



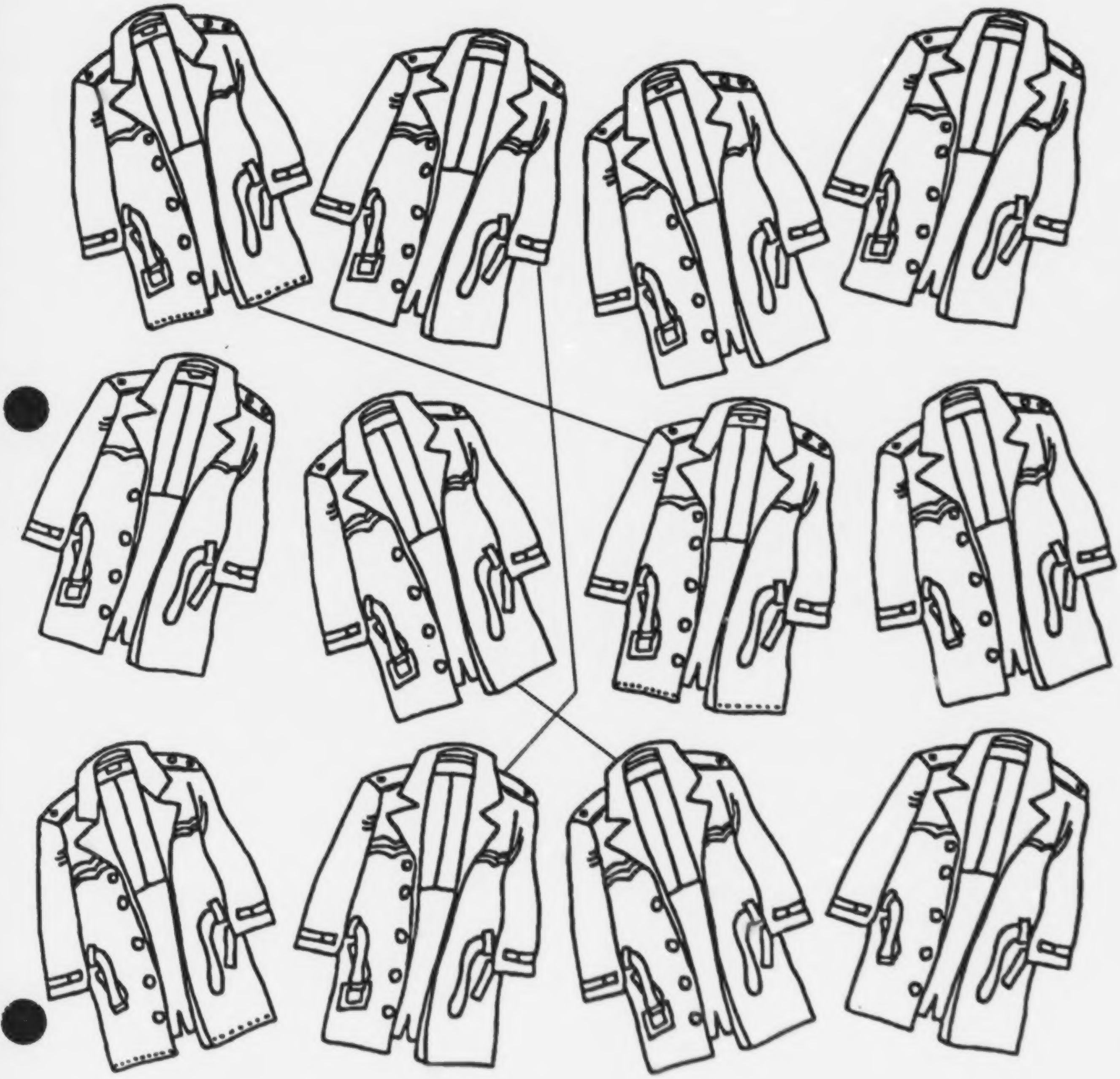

1 DETECTIVE
1 DISAPPEARANCE
2 SLEUTH
2 SUSPECT
3 SHERLOCK
4 EVIDENCE
5 SOLVE
6 MIDNIGHT
7 DISGUISE
8 SINISTER
9 FINGERPRINTS
10 CRIME
11 BROWN
12 EXAMINE
13 CODE
14 NANCY
15 WARRANT
16 PERRY
16 PI
17 MAGNIFYING
17 MOTIVE


1 FINGER
2 CUFFS
2 CODE
3 SPY
4 P
5 TEST
6 ALARM
7 CLUES
8 LOG
9 SOLVE
10 ROBBER
11 MAP

Win Chester, P.I., is trying to find his trench coat. It looks exactly like the top one on the left. Can you help him find it? After you find it, see how many trench coats you can match by drawing a line between them.

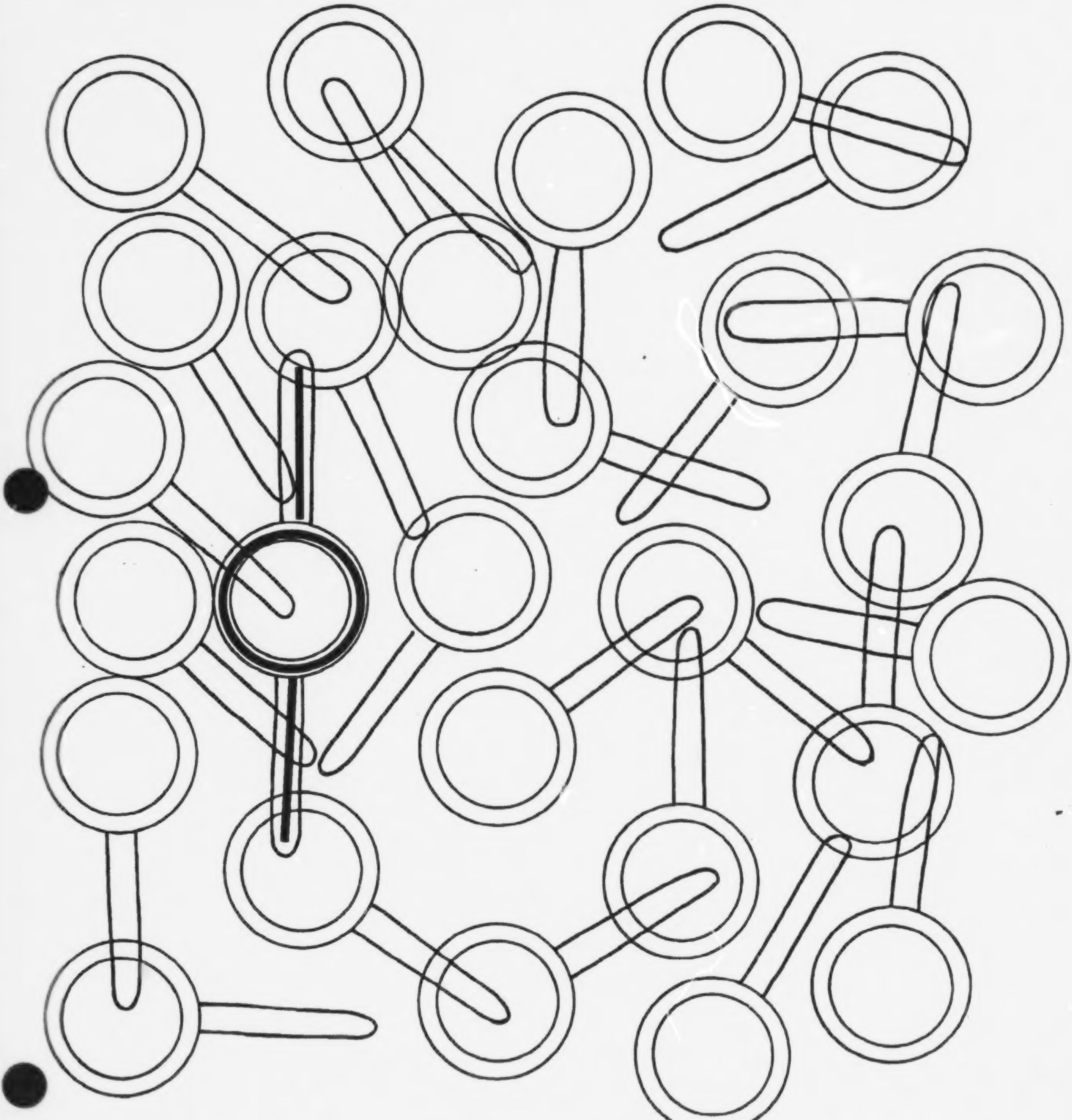


Win Chester, P.I., is trying to find his trench coat. It looks exactly like the top one on the left. Can you help him find it? After you find it, see how many trench coats you can match by drawing a line between them.



Detective Sol Vitt has misplaced his favorite magnifying glass. It's special because it has a double handle. Can you find it? How many other does he have?

27



Unscramble the following words.
(HINT: They all have to do with detective work)

OOWLFL	FOLLOW
VLSOE	SOLVE
TEUSLH	SLEUTH
TSYYEMR	MYSTERY
TIEEWSSEYN	EYEWITNESS
INEECDVE	EVIDENCE
ETPSCUS	SUSPECT
GRTNEIFNIRP	FINGERPRINT
SOQIUNET	QUESTION
NNPIETISOC	INSPECTION
HDEPANPRE	APPREHEND
NHTU	HUNT
CEDVITEET	DETECTIVE
RSAHEC	SEARCH
QIIEURN	INQUIRE
ETSREC	SECRET

BE A BOOK DETECTIVE

FIND THE TITLES OF CHILDREN'S BOOKS THAT BEGIN WITH EACH OF THE LETTERS BELOW. READ YOUR FAVORITE ONE.
CHALLENGE: MAKE ANOTHER LIST USING ONLY FOLKTALES & FAIRYTALES FOR TITLES.

GREEN EGGS AND HAM
ELMER THE PATCHWORK ELEPHANT
TRUE CONFESSIONS OF CHARLOTTE DOYLE

ALDO APPLESAUCE

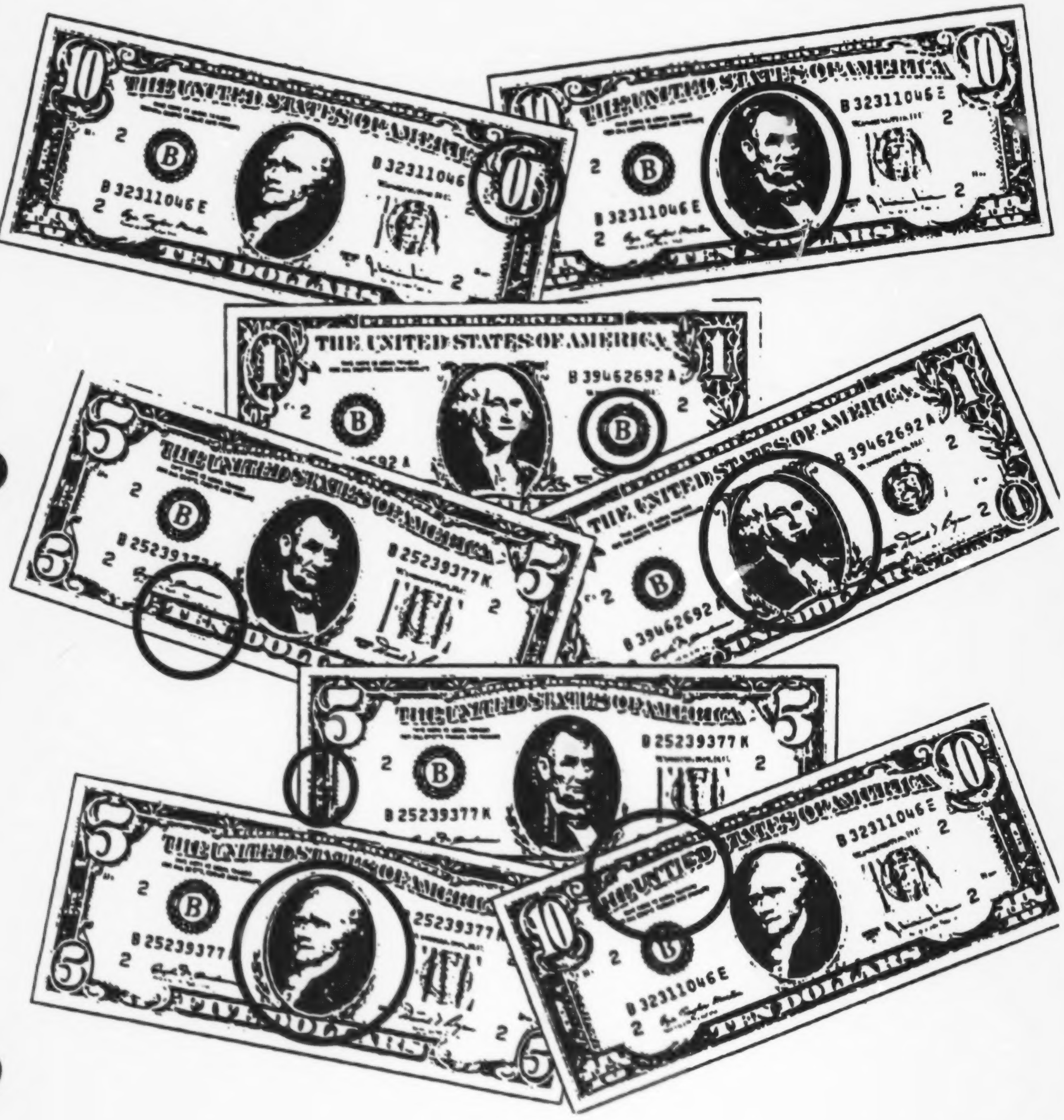
CURIOUS GEORGE
LYLE, LYLE, CROCODILE
UP A ROAD SLOWLY
ENGELBERT THE ELEPHANT

ARTHUR'S EYES
THREE LITTLE JAVELINAS

TUCK EVERLASTING
HARRY THE DIRTY DOG
ED EMBERLEY'S ABC

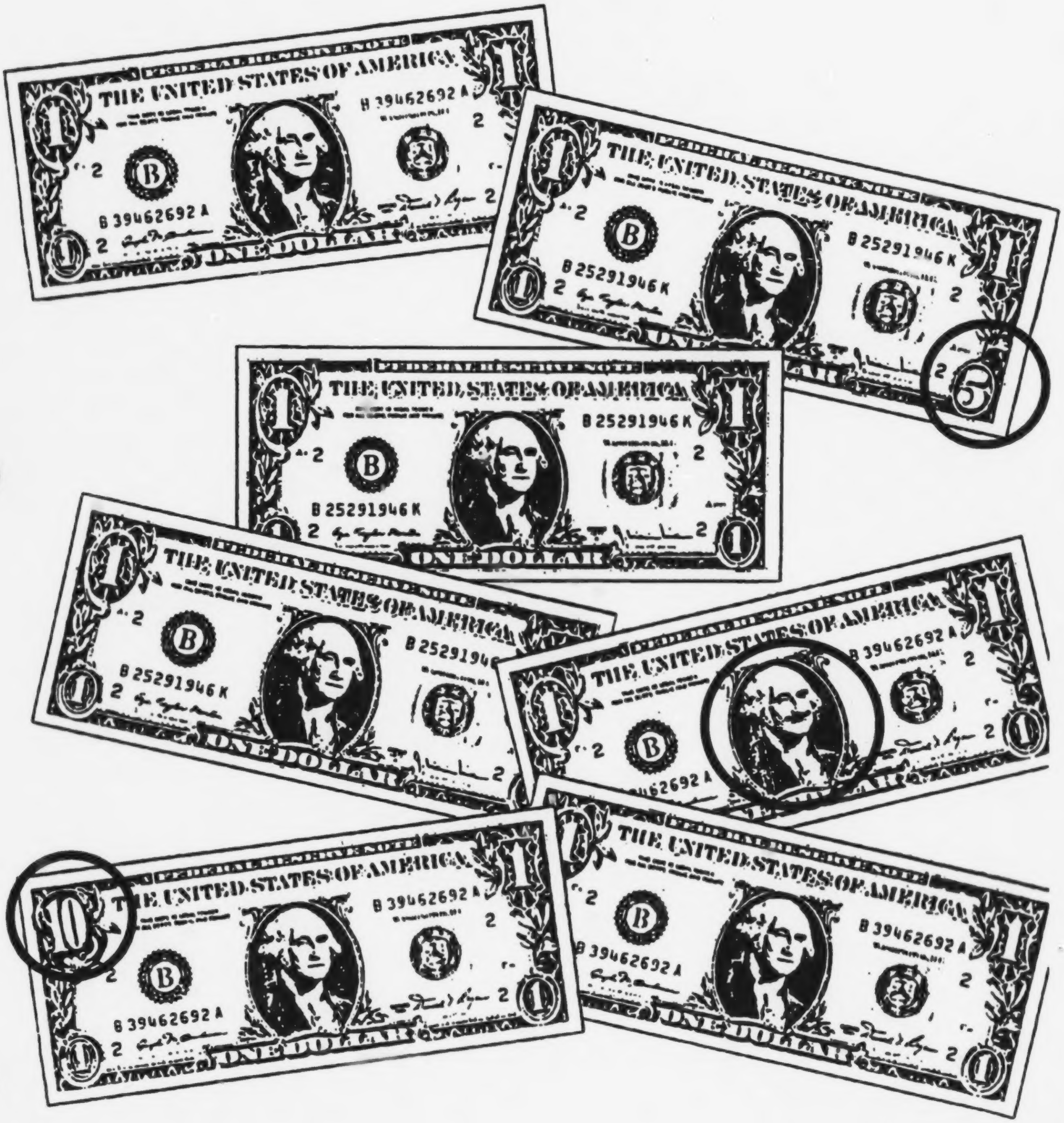
LITTLE MERMAID
IT'S NOT THE END OF THE WORLD
BROWN BEAR, BROWN BEAR
RUSSELL AND ELISA
AMELLIA BEDELIA
ROBINSON CRUSOE
YUMMERS!

Police Chief Unsure Unlock has foiled a large counterfeit ring. He has taken into evidence the following phoney bills. There is one error in each bill. Find the error and circle it.

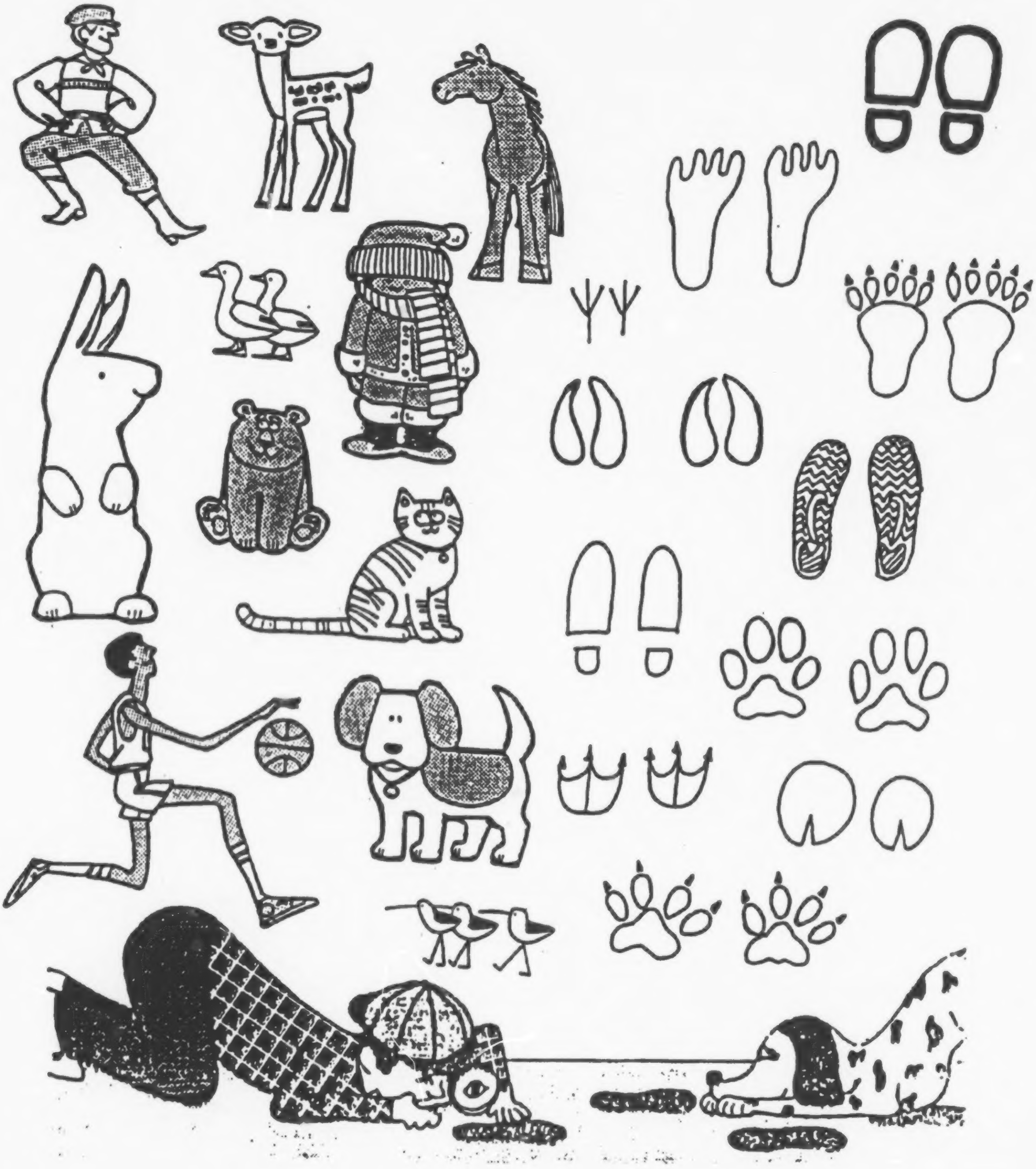

THE UNITED STATES OF AMERICA
B 32311046 E
TEN DOLLARS
B 39462692 A
ONE DOLLAR
B 25239377 K
FIVE DOLLARS

BEST COPY AVAILABLE

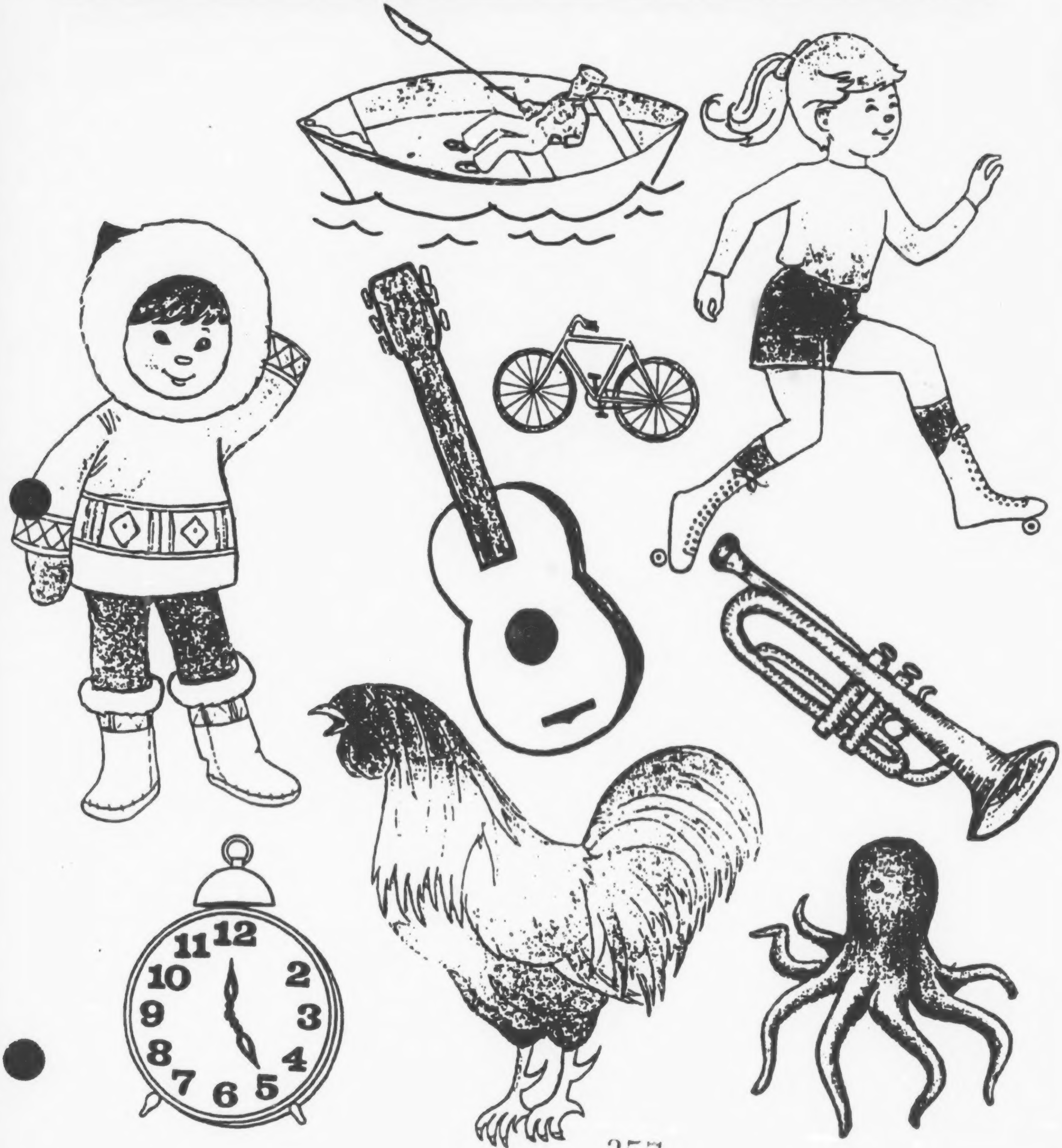
Once agaain a counterfeit operation has been stopped by Police Chief Unsure Unlock. He found these fake bils in an old deserted house. There are three mistakes among them. find and circle the errors.


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
B 39462692 A
B 25291946 K
B
ONE DOLLAR
1
2
5
10

¿ Puedes igualar la huella de quien o que la hizo?



Un buen investigador debe estar alerta y ser fijo de detalles. En cada objecto falta algo. Dibuja el detalle que falta.


12
11
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9
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6
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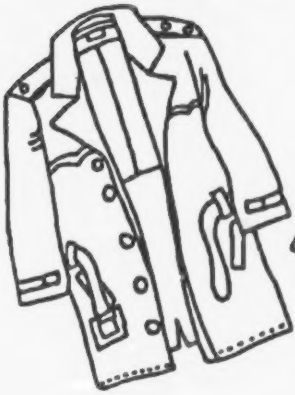
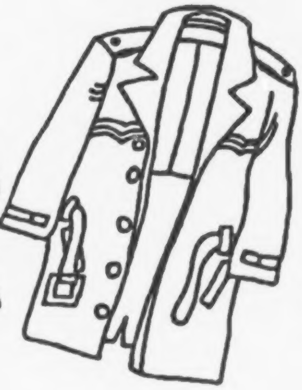
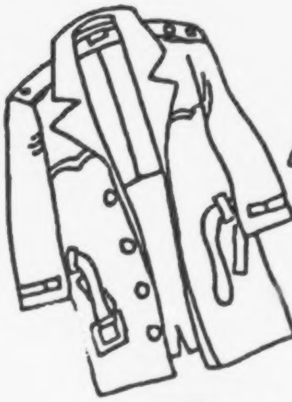
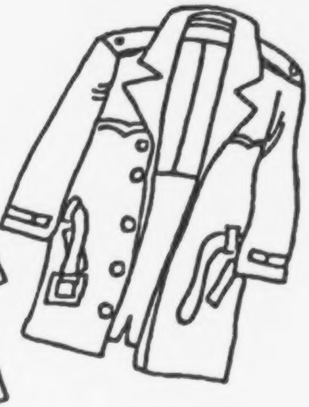
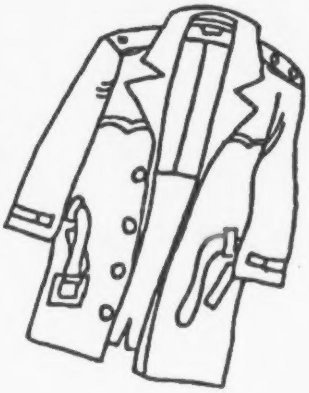
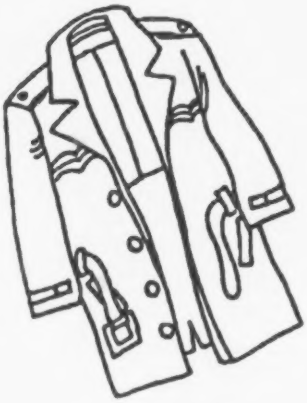
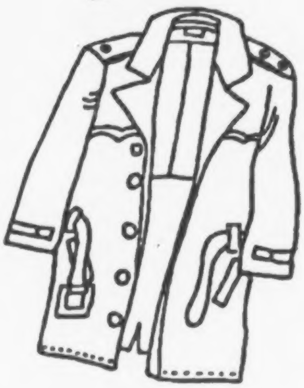
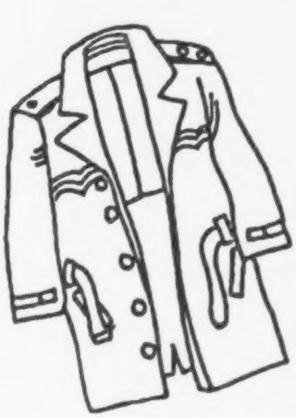
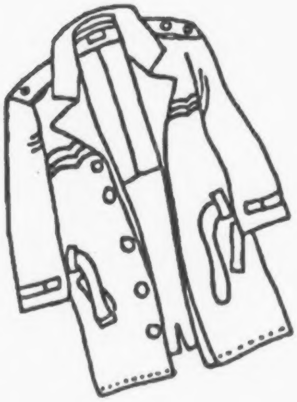
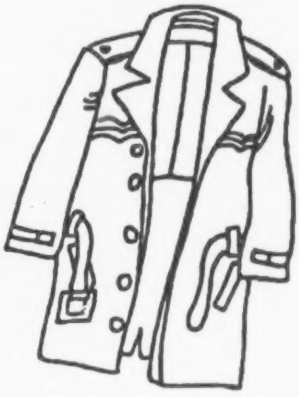
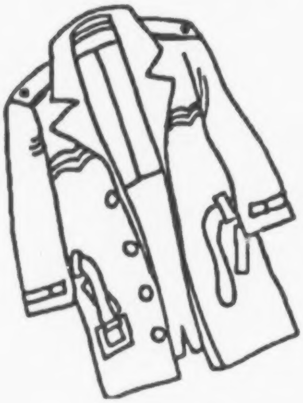
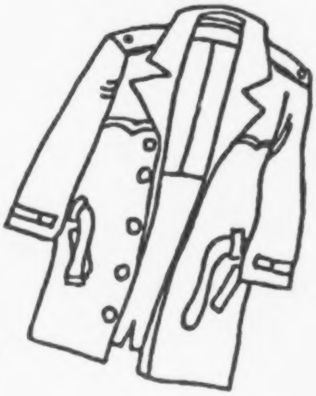
4
3
2

Win Chester, Investigador privado, esta tratando de encontrar su saco. Se ve igual que el que esta a la izquierda, arriba. ¿Puedes ayudarle encontrarlo? Luego que lo encuentres, ve cuantos sacos puedes igualar pintando una linea de uno a otro.

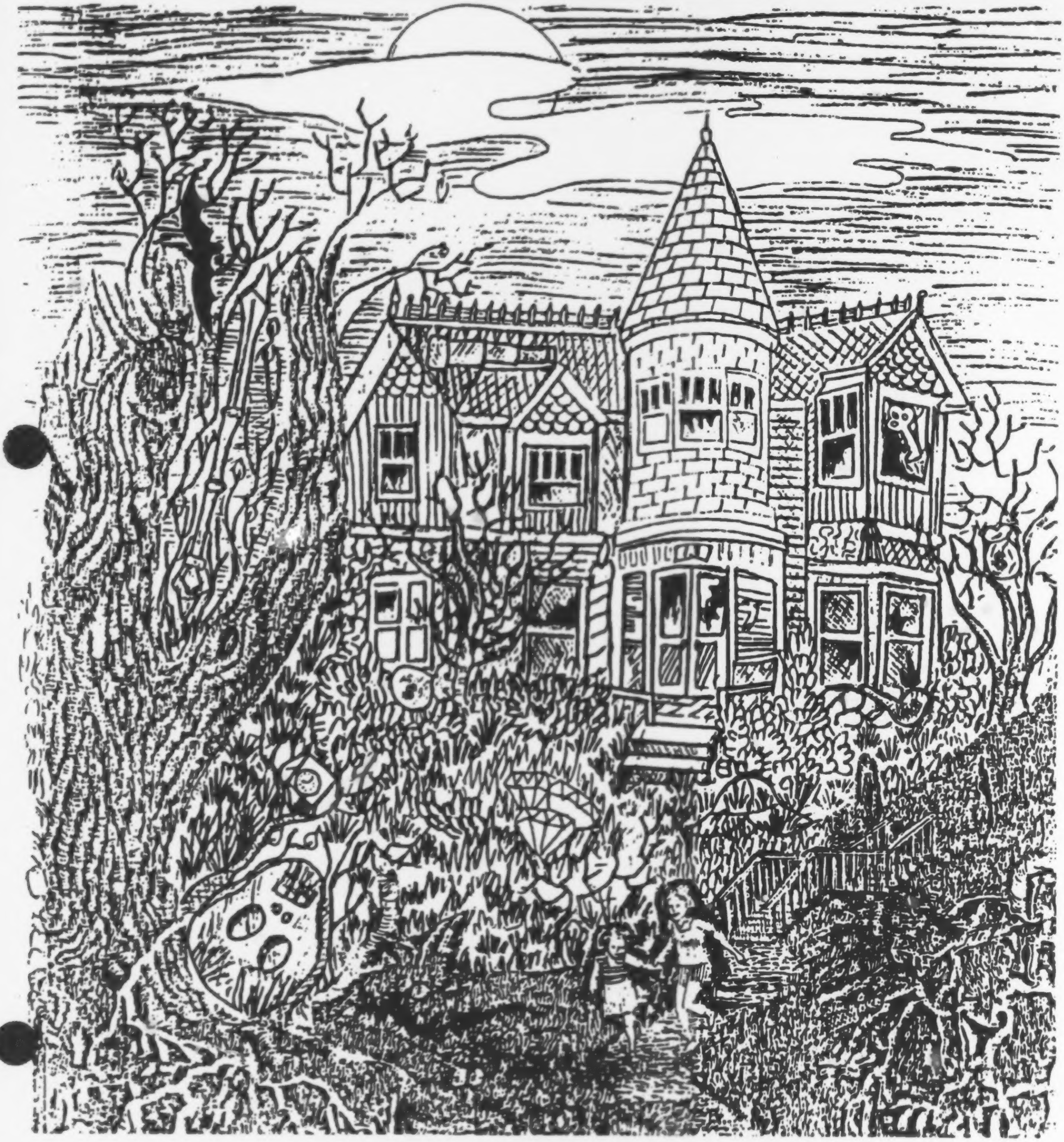













Esta casa abandonada esta localisada at 13 Ghostly Lane. Hay trece objectos escondidos in en foto. ¿ Puedes nombrarlos? 1. ____________

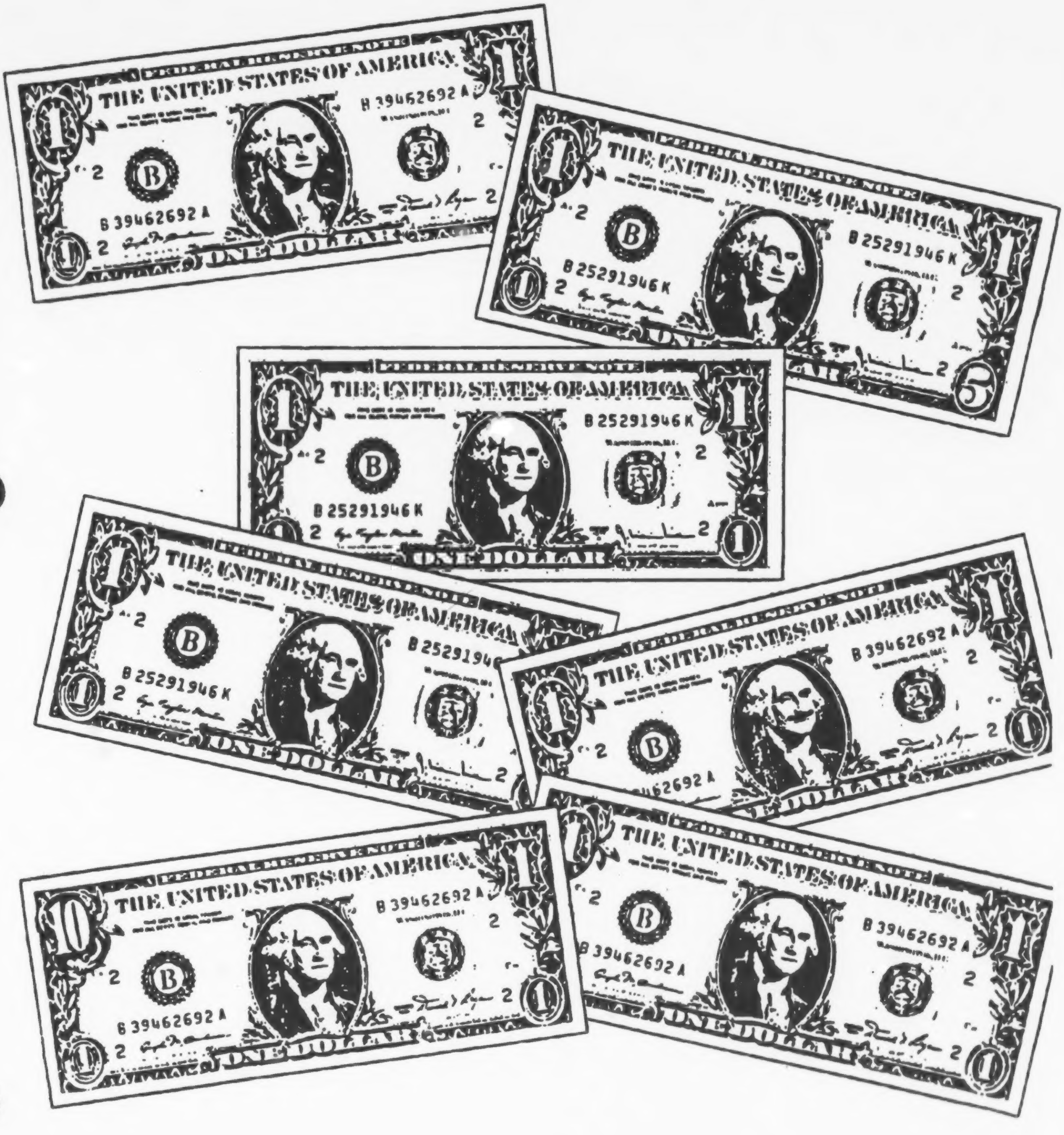
2. ____________ 3. ____________ 4. ____________ 5. ____________

6. ____________ 7. ____________ 8. ____________ 9. ____________

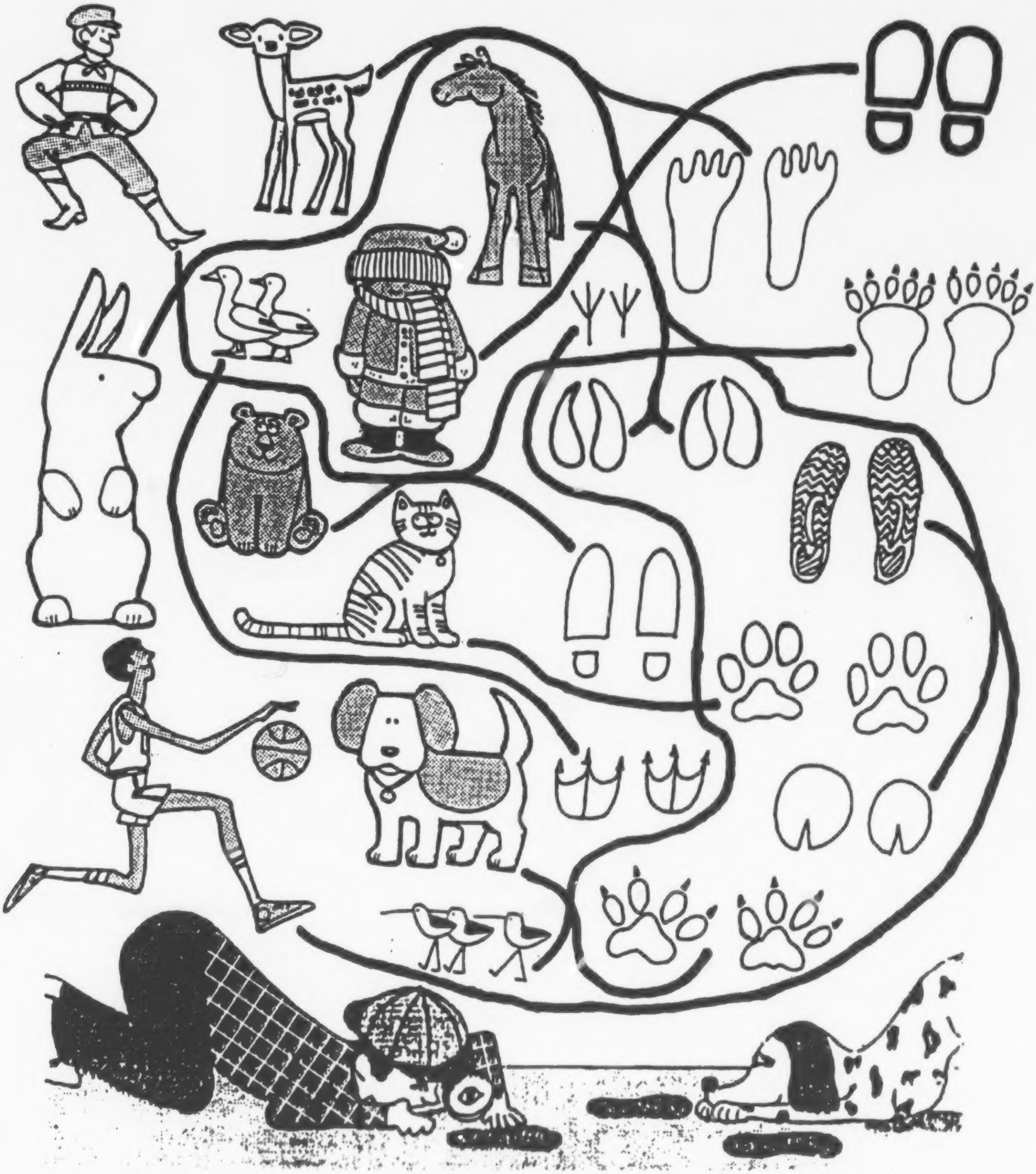
10. ____________ 11. ____________ 12. ____________ 13. ____________



Una vez mas, una operacion "counterfeit" has sido suspendida por el Jefe de Policia, Unsure Unlock. El ha encontrado estos billetes falsos en una casa abandonada. Hay tres errores entre ellos. Encuentra y circula los errores.


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
B 39462692 A
B 25291946 K
ONE DOLLAR
1
2
5
10
B

¿ Puedes igualar la huella de quien o que la hizo?



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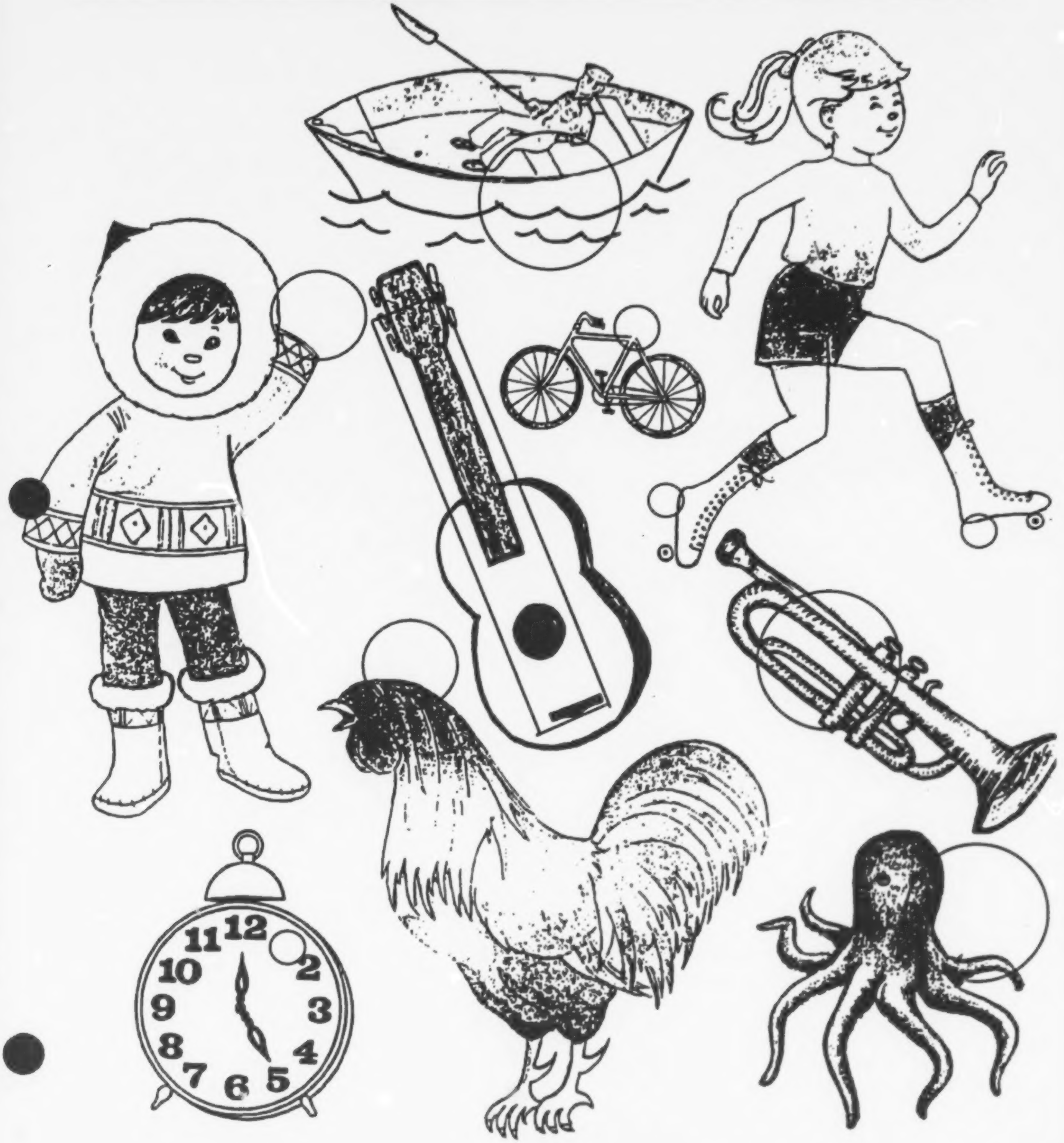
12
11
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3
2

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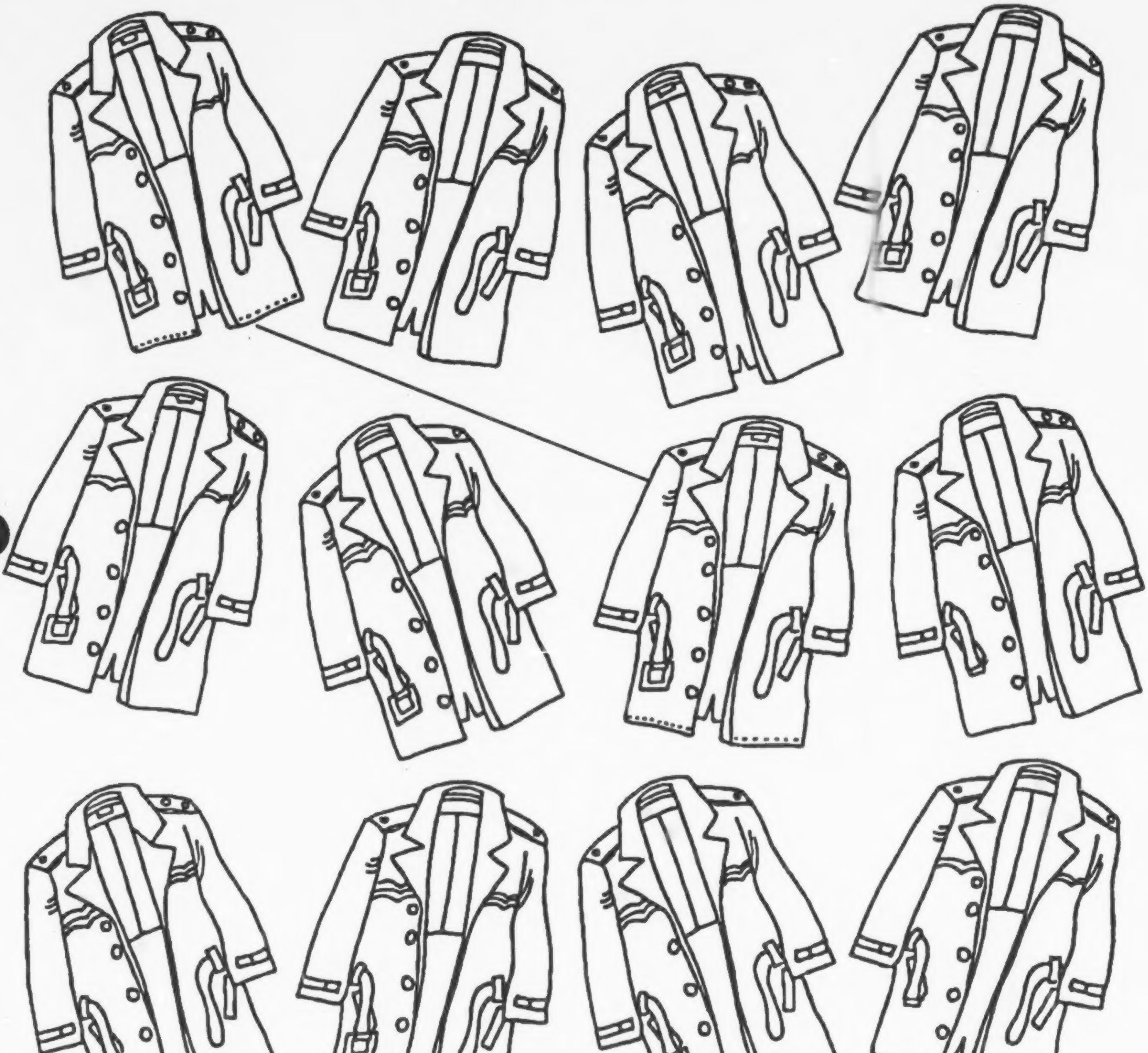

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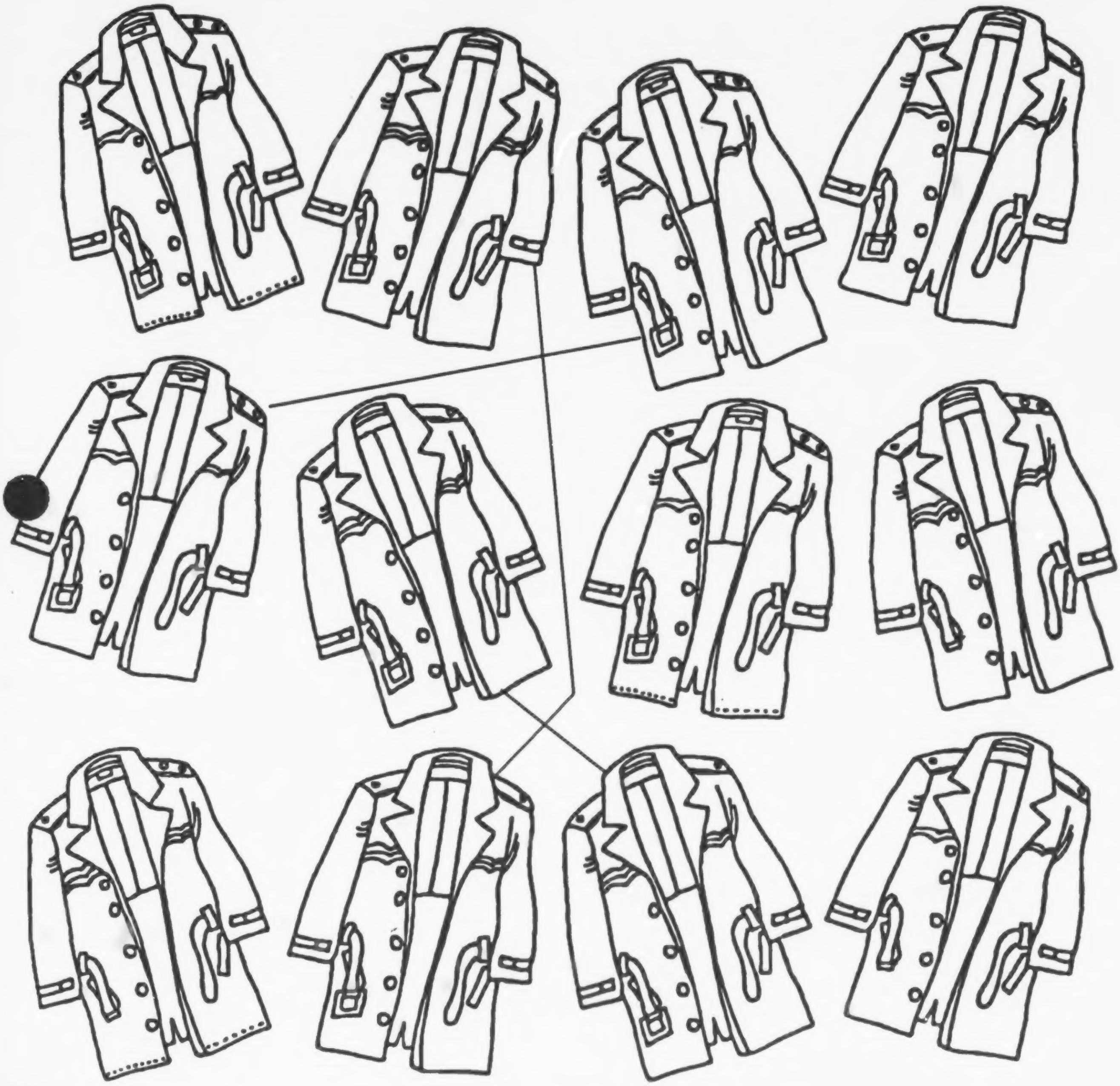
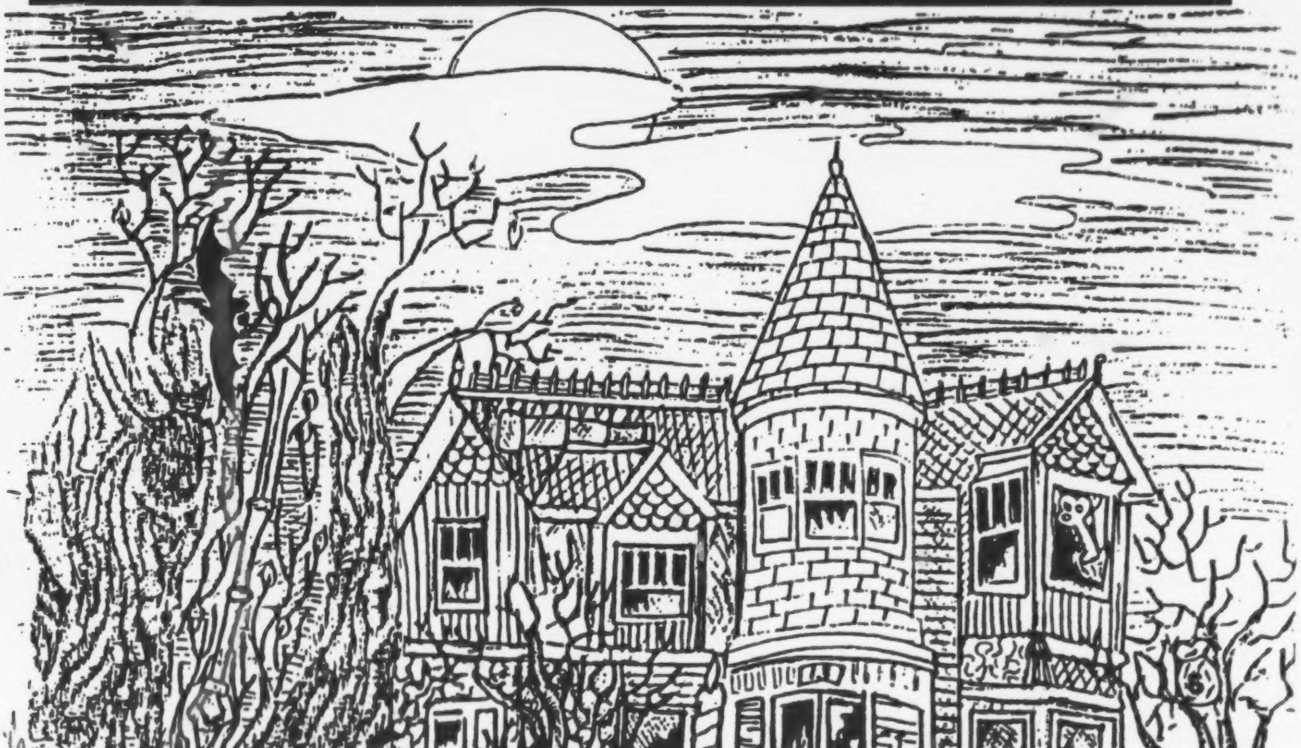


Esta casa abandonada esta localisada at 13 Ghostly Lane. Hay trece objectos escondidos in en foto. ¿ Puedes nombrarlos?

1. Un morfigalo
2. Un poste de lámpara
3. Un cráneo
4. Un diamante
5. Un pipa
6. Un cahdela
7. Un vaso de espía
8. Un reloj
9. Un sombrero
10. Un libro
11. Un llave
12. Un saco de dinero
13. Un saco de dinero



BEST COPY AVAILABLE

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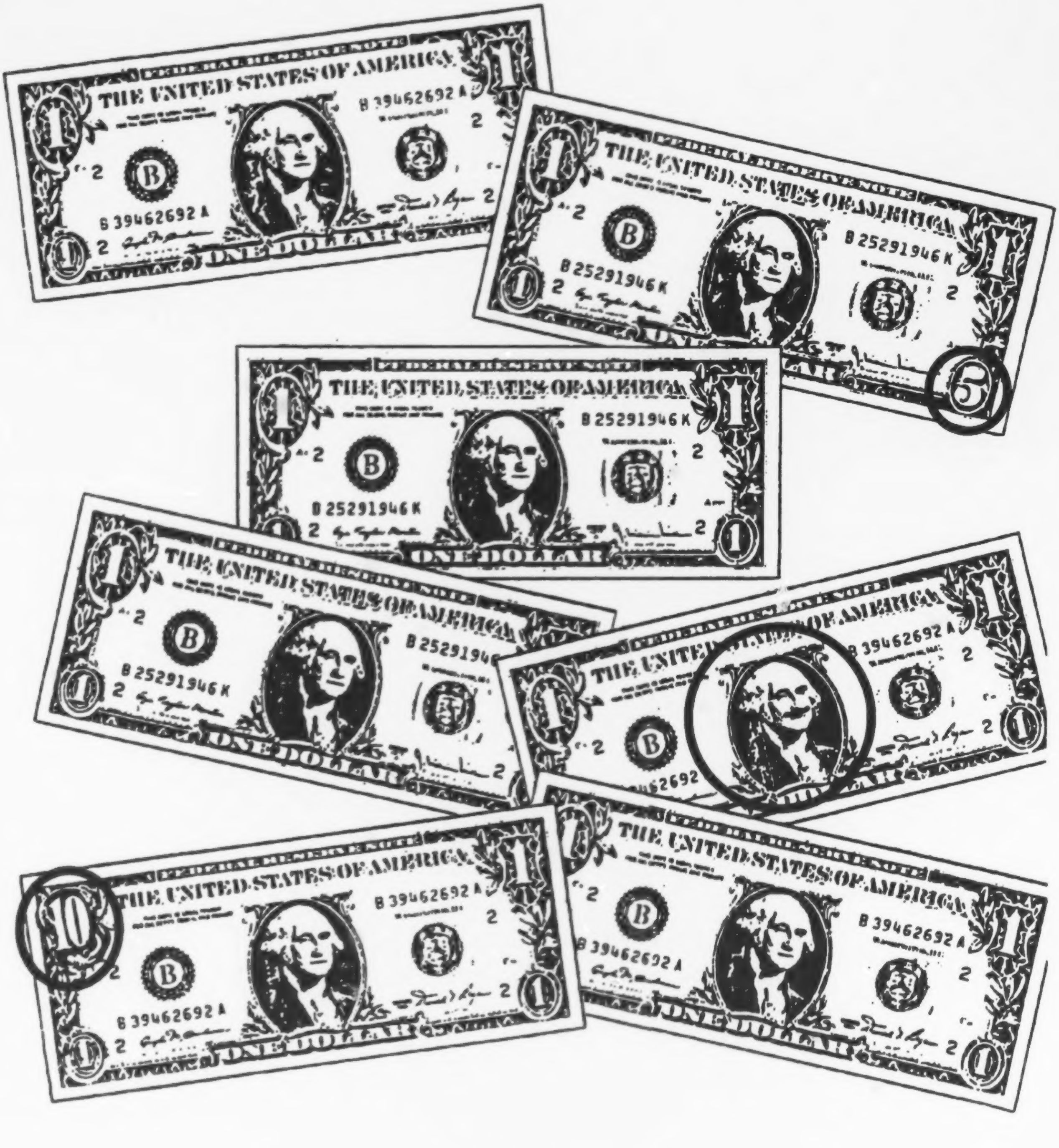
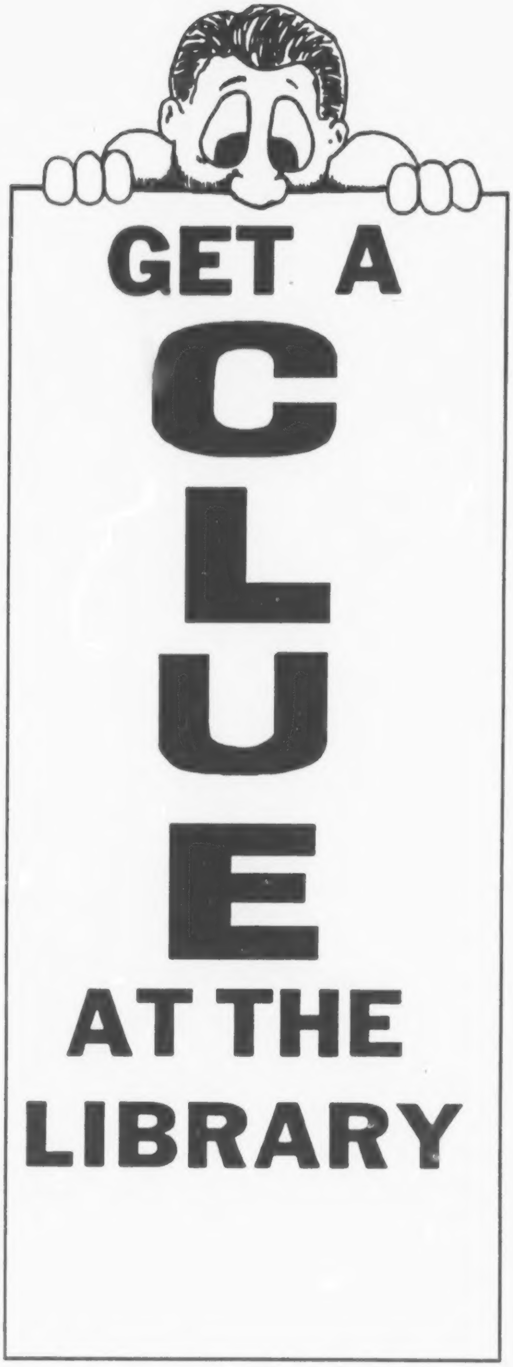
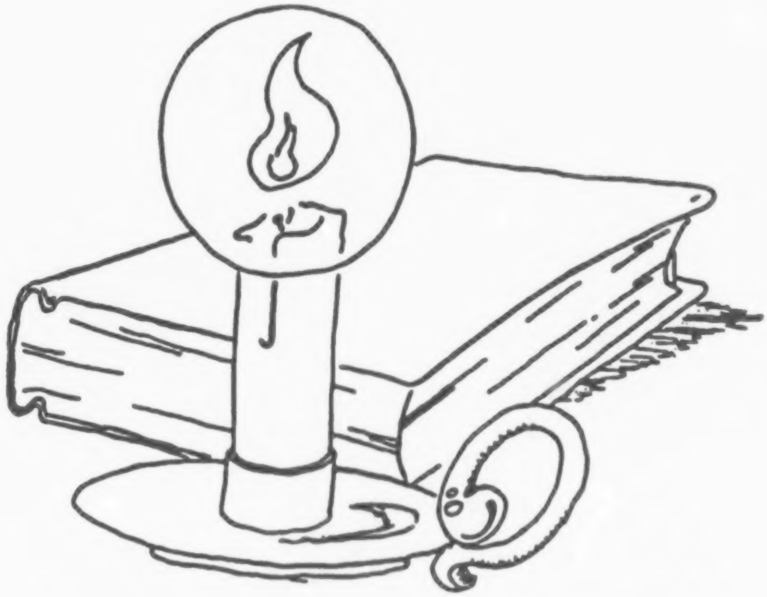

THE UNITED STATES OF AMERICA
B 39462692 A
B 25291946 K
ONE DOLLAR
1
5
10

THE GREAT
MOUSE
DETECTIVE


GET A
CLUE
AT THE
LIBRARY



1994 ARIZONA READING PROGRAM
GET A CLUE AT THE LIBRARY

EVALUATION/QUESTIONNAIRE

Your statistics are vital! Please respond to this survey by September 20, 1994.

The annual budget for the Arizona Reading Program is greatly affected by the numbers of children served. Let us know how many Arizona children benefit from your library program.

The evaluation pinpoints the areas where the program may be refined and improved in the future. Your input is invaluable.

The form has been changed and simplified this year. There are just a few vital statistics we are asking you to record, in the left hand column (column 1). Column 2 and page 3 are optional. We would love to have your comments in these areas if you have the time.

The statistical information gathered will be compiled and reported back to children's service librarians throughout the state. We hope the information will be used for comparative purposes, to justify budget requests, to evaluate the effectiveness of current programs, and to plan for future programs, as proposed by Dr. Virginia Walter; in *Output Measures for Public Library Services to Children.*

ARIZONA READING PROGRAM EVALUATION

Please help us evaluate the 1994 Arizona Reading Program (ARP).

Please photocopy and complete the form. Return it to Jan Elliott at the Department of Library, Archives and Public Records, Library Extension Division, 1700 W. Washington Avenue, Phoenix, Arizona 85007 no later than September 20, 1994.

Thank you for your cooperation!

1. Library Name: ______________________________

Address: ______________________________

____

Children's Services Contact Person: ______________________ Phone No.: ____________

Job Title: ______________________

Are you interested in serving on the 1996-1997 ARP Committee? Yes ________ No ________

2. What was your primary goal this year? ______________________________

____

How did you measure achievement of this goal? Statistics ☐ ☐
(please check any that apply)

☐ ☐

PROGRAM STATISTICS

3. **Number of all youths registered**
(break down by age if possible or just give total)

Children (ages 0-14) ______

Young Adults ages (15+) ______

Total: ______

4. **Total number of weeks in your Children's Program (ages 0-14)** ______

In your Young Adult Program (if separate) (15+) ______

5. **Number of FTE involved in your Program** ______

Number of Adult Volunteers Involved ______

Number of Youth Volunteers Involved ______

6. **Total number of hours contributed to the program** ______

7. **Programs** are any activity which informs, educates, motivates or entertains children, while promoting library use.

Total number of programs held during your Arizona Reading Program

Total number of program attendance at children's program ______

MANDATORY STATISTICS

Population of Legal Service Area (age 5*) ______

Population of Legal Service Area (age 5-14) ______

Population of Legal Service Area (age 15+) ______

Total: ______

Population of Legal Service Area (all ages) ______

*Available by using the % value in the County and City Data Book

Date(s) your program began

______

______

Date(s) your program ended

______

Was staffing adequate to support your program?

More than adequate ☐

Adequate ☐

Inadequate ☐

Please describe one of your most successful programs

______

______

______

______

______

Please list local sponsors of your program:

______

______

______

______

______

8. Were any special needs children involved in your program?

yes ☐ No ☐

If yes, please explain:

____

____

____

____

____

PROGRAM BUDGET

9. Overall program budget for all library programs 1994 $__________

Your local budget for ARP Program $__________

Contribution by Friends of Library $__________

Amount contributed by other sources $__________

Total ARP program budget $__________

How would you rate the adequacy of budget? (Please check one)

More than adequate ☐

Adequate ☐

Inadequate ☐

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us these items are displayed at the annual Arizona Reading Program Workshop.

Thank you for your participation in this survey.

An optional questionnaire regarding the ARP manual and promotional items follows.

OPTIONAL EVALUATION OF ARIZONA READING PROGRAM MANUAL AND PROMOTIONAL ITEMS

1. How would you rate the Arizona Reading Program manual?

Useful ☐
Somewhat useful ☐
Not useful ☐

What suggestions do you have for improving the manual? ____________________

____

____

2. How would you rate the other materials provided by the Arizona Department of Library, Archives and Public Records.

OPTIONAL

Free Items	Useful	Somewhat Useful	Not Useful
Activity Sheets	☐	☐	☐
Bags	☐	☐	☐
Bookmarks	☐	☐	☐
Clip Art	☐	☐	☐
Reading Records	☐	☐	☐
Posters	☐	☐	☐

Charge Items	Useful	Somewhat Useful	Not Useful
Die Cut Bookmarks	☐	☐	☐
Canvas Bag	☐	☐	☐
Badges	☐	☐	☐
Balloons	☐	☐	☐
Magnetic Picture Frames	☐	☐	☐
Ribbons	☐	☐	☐
Stickers	☐	☐	☐
T-shirts	☐	☐	☐

What suggestions do you have for improving these materials provided by the Arizona Department of Library, Archives and Public Records?____

____

____

What themes would you like to propose for future ARP programs?______________________________

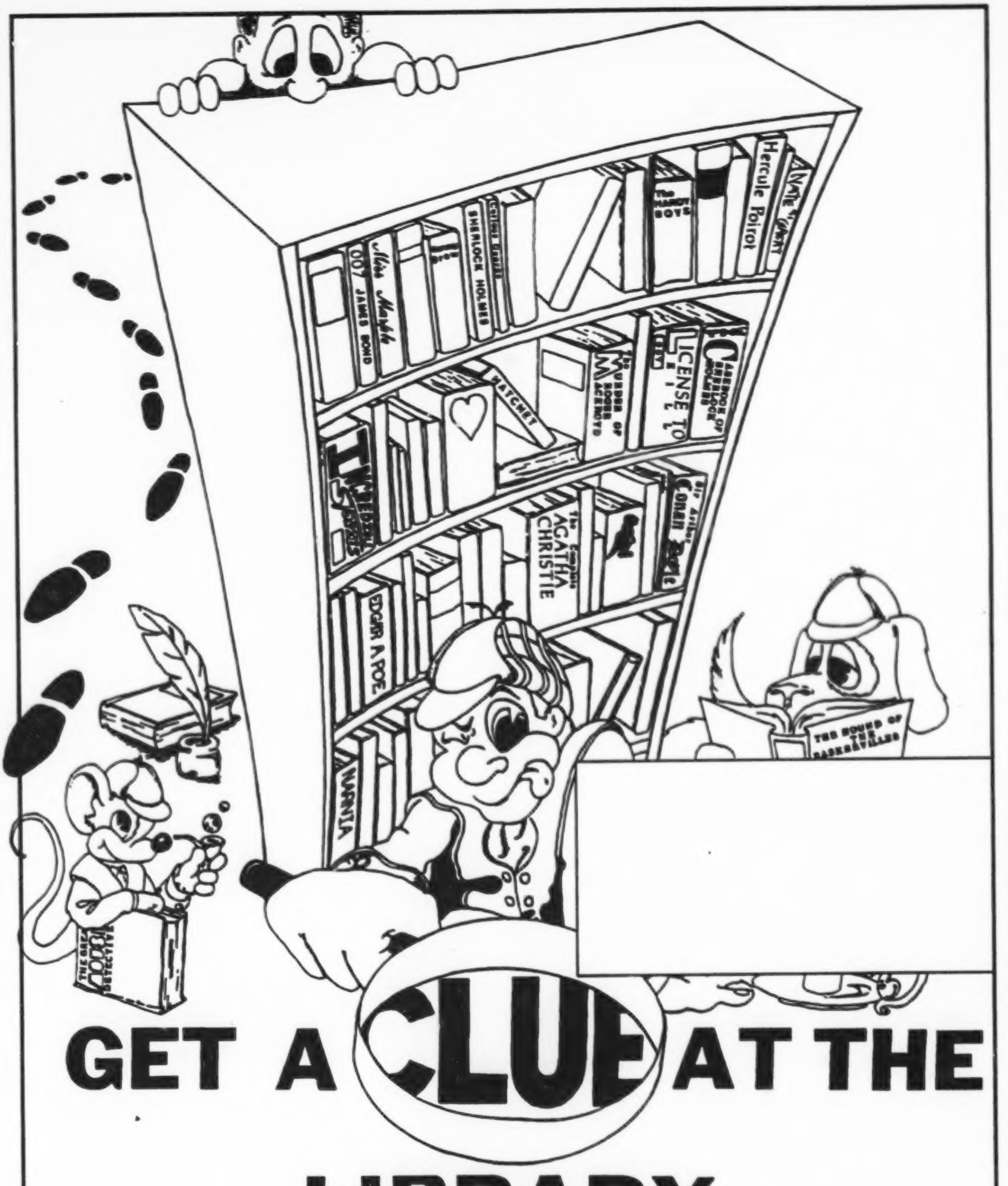
____

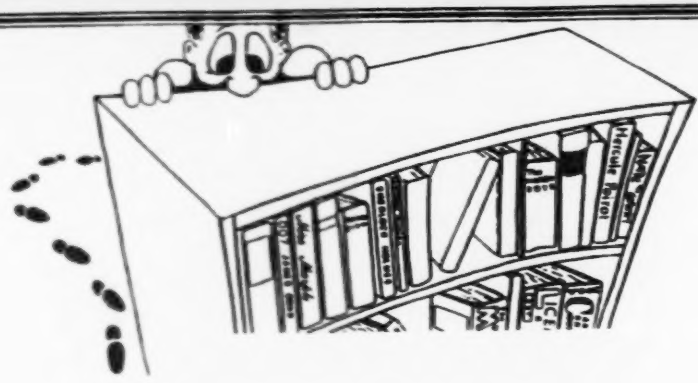
____

****

Please enclose, with your evaluation, any pictures, newspaper articles, booklists, programs, or other items that you wish to share with us. These items will possibly be displayed at the anual Arizona Reading Program workshop.

Thank you for your participation and evaluation of the 1993 Arizona Reading Program. In addition, your interest in the improvement of libraries in Arizona is greatly appreciated.


Hercule Poirot
The Hardy Boys
Sherlock Holmes
Miss Marple
007 James Bond
Hatchet
The Murder of Roger Ackroyd
License to Kill
Casebook of Sherlock Holmes
The Complete Agatha Christie
Sir Arthur Conan Doyle
Edgar A Poe
Narnia
The Hound of the Baskervilles
GET A CLUE AT THE
LIBRARY



Participated in the 1994 Arizona Reading Program

EDGAR A. POE
THE HOUND OF THE BASKERVILLES

GET A CLUE AT THE LIBRARY

Governor of Arizona

Arlene Bansal

Arizona State Librarian

Librarian

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Get A Clue At The Library

Admit one child free, to Phoenix Zoo, when child is accompanied by a regularly priced adult admission. A total of three tickets will be honored per paid adult admission. Each child must have a ticket to present for admission. May not be combined with other offers or redeemed for cash.

The Phoenix Zoo
455 North Galvin Parkway
Phoenix, Arizona

This offer expires September 26, 1994.

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